

SENTENCES AND THE SMALLER ELEMENT

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PREFACE

The Century Collegiate Handbook is a manual of English composition for university and college use. The first part (a complete revision of *The Century Handbook of Writing*) treats essential matters of grammar, diction, spelling, and mechanics, and develops with thoroughness the principles of sentence structure. The second part treats the organization of larger elements, particularly the paragraph, and such matters of logic and style as make for effectiveness in the composition as a whole.

The plan of the book is simple, with articles ranged in groups of ten. Headings of these articles are summarized on two opposite pages by a chart. Here the student can see at a glance the resources of the volume, and the instructor can find immediately the number he wishes to write in the margin of a theme. The chart and the decimal scheme together make the rules accessible for instant reference.

The book throws upon the student the responsibility of teaching himself. Each article begins with a concise rule, which is illustrated with examples; then follows a short "parallel exercise" which the instructor may assign by adding an *x* to the number he writes in the margin of a theme. While correcting this exercise, the student will give attention to the rule, and will acquire theory and practice at the same time. Moreover, every group of ten articles is followed by mixed exercises; these may be used for review, or imposed in the margin of a theme as a penalty for flagrant or repeated error. Thus friendly counsel is backed by discipline, and the instructor has the means of compelling the student to make rapid progress toward good English.

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TO THE STUDENT

When a number is written in the margin of your theme, you are to turn to the article which corresponds to the number. Read the rule (printed in bold-face type), and study the examples. When an *r* follows the number on your theme, you are, in addition, to copy the rule. When an *x* follows the number, you are, besides acquainting yourself with the rule, to write the exercise of five sentences, to correct your own faulty sentence, and to hand in the six on theme paper. If the number ends in 9 (9, 19, 29, etc.), you will find, not a rule, but a long exercise which you are to write and hand in on theme paper. In the absence of special instructions from your teacher, you are invariably to proceed as this paragraph requires.

Try to grasp the principle which underlies the rule. In many places in this book the reason for the existence of the rule is clearly stated. Thus under 30, the reason for the rule on parallel structure is explained in a prologue. In other instances, as in the rule on divided reference (20), the reason becomes clear the moment you read the examples. In certain other instances the rule may appear arbitrary and without a basis in reason. But there is a basis in reason, as you will observe in the following illustration.

Suppose you write, "He is twenty one years old." The instructor asks you to put a hyphen in *twenty-one*, and refers you to 78. You cannot see why a hyphen is necessary, since the meaning is clear without it. But tomorrow you may write, "I will send you twenty five dollar bills." The reader cannot tell whether you mean twenty five-dollar bills or twenty-five dollar bills. In the first sentence the use of the hyphen in *twenty-one* did not make much difference. In the second sentence the hyphen makes seventy-five dollars' worth of difference. Thus the instructor, in asking you to write, "He is twenty-one years old," is helping you

to form a habit that will save you from serious error in other sentences. Whenever you cannot understand the reason for a rule, ask yourself whether the usage of many clear-thinking men for long years past may not be protecting you from difficulties which you do not foresee. Instructors and writers of text books (impressive as is the evidence to the contrary) are human, and do not invent rules to puzzle you. They do not, in fact, invent rules at all, but only make convenient applications of principles which generations of writers have found to be wisest and best.

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SENTENCE STRUCTURE

COMPLETENESS

The first thing to make certain is that the thought of a sentence is complete. A fragment which has no meaning when read alone, or a sentence from which is omitted a necessary word, phrase, or idea, violates an elementary principle of writing.

Fragments Wrongly Used as Sentences

1. Do not write a subordinate part of a sentence as if it were a complete sentence. A sentence must contain a subject and a predicate, and must express a complete thought. Words and phrases are not sentences because they lack a subject, a predicate, or both; a subordinate clause is not a sentence because, though having a subject and a predicate, it carries only an incomplete meaning. Words, phrases, and clauses must therefore be attached to a sentence, or else be so expanded or restated as to constitute a sentence.

Wrong: He preferred to drink water. Although coffee was served with the meal free.

Right: Although coffee was served with the meal free, he preferred to drink water.

Wrong: The hunter tried to move the stone. Which he found very heavy.

Right: The hunter tried to move the stone, which he found very heavy. [Or] The hunter tried to move the stone. He found it very heavy.

COMPLETENESS

Wrong: Glendower was obliged to flee into the hills to save his life. Often living for days on such food as nature provided, and sleeping in caves.

Right: Glendower was obliged to flee into the hills to save his life, often living for days on such food as nature provided, and sleeping in caves. [Or] Glendower was obliged to flee into the hills to save his life. He often lived for days on such food as nature provided, and slept in caves.

Note.—Two types of incomplete sentences are permissible. The first is the sentence from which elements are omitted without loss in clearness. The following are examples: What next? (question)—Never! (exclamation)—Hurry! (request or command)—Would that I were there! (wish)—The twelfth? Yes. The eleventh if you prefer (conversation).—A pound of sugar and a quarter's worth of lard (thinking aloud).—Now for the last point (transition).—Not a living thing in sight (emphasis). A sentence of this type may be used at any time if it is not out of tone with the context and if the missing elements can instantly be supplied by the reader.

The second type is the sentence which grammatically is an element of another sentence but which, for emphasis or for esthetic reasons, has been detached and written independently. The following are examples: "He could not boast of his victory. Because he had not won it." "The little boy, from the top of his ladder, looked down at Renfrew. And stuck out his tongue. And winked. And gloated." A sentence of this type, though lawless, is now and then effective. But its use should be left to skilled, mature writers. The beginner, whose mastery of the sentence has yet to be proved,

COMPLETENESS

should not abandon grammar for uncertain ventures in style.

Exercise :

1. When the war began, I had two brothers in Europe. One in France and one in Germany.
2. All the surrounding country is a desert. With only at intervals a dusty and rather uninteresting village.
3. Jerome and I came again to the gate in the rail fence. Where I had first seen the tracks.
4. As an engineer I had to tax constantly my power of invention. Either to devise something new or to improve something old.
5. Several improvements are needed in Rocky Ford. For instance, a public playground and a swimming pool. There being no place where people can go for recreation.

Incomplete Constructions

2. Do not leave uncompleted a construction which you have begun.

Wrong: A fountain pen, unless you keep other people from using it, you will soon find it is ruined.

Right: A fountain pen will soon be ruined if it is used by many people. [Or] You must keep other people from using your fountain pen, or they will soon ruin it.

Wrong: You remember that in his speech in which he said he would oppose the bill.

Right: You remember that in his speech he said he would oppose the bill. [Or] You remember the speech in which he said he would oppose the bill.

Wrong: He was a young man who, coming from the country, with ignorance of city ways, but with plenty of determination to succeed.

Right: He was a young man who, coming from the country,

COMPLETENESS

was ignorant of city ways, but had plenty of determination to succeed.

Exercise:

1. One day he saw the head clerk so busy counting boxes which were piling up on him, leaving the men idle until he finished.
2. Out in the world where, through the attrition of elbows with the multitudes, a man takes on a certain polish, but in one sense, at least, he is not a gentleman for having it.
3. A few acres of alfalfa in one place, next to the alfalfa would be a plot of sugar beets.
4. The knight of olden time, helmet, breastplate, shield, and other armor—the weight of these was so great that if he fell he could not rise unassisted.
5. I have discovered that it is not especially desirable to be like every one else. It is the person now who can sing or write, or whatever it may be, a little better than any one else.

Necessary Words Omitted

3. Do not omit a word or a phrase which is necessary to an immediate understanding of a sentence.

Ambiguous: Water passes through the cement as well as the bricks.

Right: Water passes through the cement as well as through the bricks.

Ambiguous: Habit grips a person in much the same way as an octopus.

Right: Habit grips a person in much the same way as an octopus does.

Wrong: I have had experience in every phase of the automobile.

Right: I have had experience in every phase of automobile driving and repairing.

COMPLETENESS .

Wrong: About him were men whom he could not tell whether they were friends or foes.

Right: About him were men regarding whom he could not tell whether they were friends or foes. [Or, better] About him were men who might have been either friends or foes.

Wrong: This is a note to tell you that I arrived safely, and whether I left the bow for my middy at your house.

Right: This is a note to tell you that I arrived safely, and to inquire whether I left the bow for my middy at your house.

Wrong: We watched that movie for three hours, and was not worth ten minutes of our time.

Right: We watched that movie for three hours, and it was not worth ten minutes of our time.

Note.—*Very* when used with a past participle is ordinarily accompanied by an adverb like *much* or *well*.

Right: "Henrietta was very much astonished [not *very astonished*], and Maude was very well pleased [not *very pleased*]". The past participles of a few verbs, however, have come to be regarded almost solely as adjectives, and with these *very* may be used alone. Right: "After the concert the violinist is very tired".

Too and *so* less often require an adverb, because they tend strongly to give the past participle an adjectival force. "Dixon was very much startled"; and "Dixon was too startled to reply", or "Dixon was so startled that he did not reply".

Exercise:

1. On noting several conclusions to good essays, I found different ways in different essays.
2. The streets were covered with ice, and was very hard going for the horses.
3. The brigand wore a patch over the other eye from which he had worn it the evening before.

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4. When the spirits first rapped, none of us were brave enough to say anything, but simply sat silent without moving, afraid to look behind.
5. He is always neatly and well dressed: clean linen; hair well cut and combed; hands well cared for; shoes well polished and in good repair.

Article Omitted

4. Do not omit a necessary article.

Ambiguous: After the death of the vice-president and cashier, the depositors became alarmed. [Did one man die, or did two?]

Right: After the death of the vice-president and of the cashier, the depositors became alarmed. [Or] After the death of the vice-president, who was also the cashier, the depositors became alarmed.

Article desirable for the sake of clearness: I hated the red-and-white checked tablecloth and flaming roses in the rug.

Better: I hated the red-and-white checked tablecloth, and the flaming roses in the rug.

Article necessary for the sake of idiom: No country made more rapid growth than United States in nineteenth century.

Right: No country made more rapid growth than the United States in the nineteenth century.

Note.—Do not use a superfluous article.

Wrong: Any such a person . . . That kind of a man . . . A half an hour . . .

Right: Any such person . . . That kind of man . . . A half-hour [Or] Half an hour . . .

Exercise:

1. A bathroom and clothes closet opened off the bedroom.
2. The silence was broken only by the bark of a watchdog and squeak of a windmill.

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3. The members of the delegation called at the White House and shook hands with President of United States.
4. I bought an overcoat and raincoat from him at end of second week.
5. Senior senator from Utah is one of the best financial authorities in United States Senate.

Telegraphic Style

5. Do not omit pronouns, or write a telegraphic style.

Faulty: Appreciate your kind inquiry about Brooks estate. Would say land is still for sale, and no advance in price.

Right: We appreciate your kind inquiry about the Brooks estate. The land is still for sale without any advance in price.

Faulty: Made a new record yesterday. Set four traps and caught three muskrats.

Right: I made a new record yesterday. I set four traps and caught three muskrats.

Exercise:

1. Stove must be hot. Set cake in oven. Bake one hour.
2. My regards to Aunt Alice. Must stop now and go eat.
3. Have yours of recent date. Are sorry goods found not as represented. Furnish exact information damage incurred, and will settle.
4. Griffith attended auction, amused self watching crowd, bought old walnut bureau had no use for.
5. While three of us out studying early songbirds, others made beds and put little cabin in order.

Abbreviated Forms

6. Do not use abbreviated forms (such as &, *ad*, *gents*, *prof*, *yds.*) in ordinary writing. For proper use of abbreviations see 84.

COMPLETENESS

Faulty: I recently wrote to my bro., who is secy. of the Commercial Assn. in Seattle, Wash., & hope to have an ans. before Xmas.

Right: I recently wrote to my brother, who is secretary of the Commercial Association in Seattle, Washington. I hope to have an answer before Christmas.

Faulty: Yrs. of the 5th recd, with amt in full for mdse forwarded in Sept. by Pa. R. R. Glad to learn the shipment arrived O. K.

Right: We have received your letter of October 5, with payment in full for merchandise forwarded in September by the Pennsylvania Railroad. We are glad to learn that the shipment arrived in good condition.

Exercise:

1. A business man should make his ads attractive.
2. This dress requires five yds. of material, forty in. wide.
3. I sent the package c/o the agt. of U. P. R. R.
4. During my last yr. in h. s. I broke the school record for $\frac{1}{4}$ mile dash.
5. We returned from our vacation in the mts. of Ky. on the P. M. of Thurs. last.

Uncompleted Idea

7. Do not fail to supply any element of thought which you have led the reader to expect.

Comparison merely hinted: We found the organ recital different.

Comparison completed: We found the organ recital different from the others we had recently heard.

Additional idea suggested: From the window of the train I perceived one of those unsightly structures. [The word *those* suggests a class of structures about which we expect to be told, but the information is not given.]

COMPLETENESS

Additional idea struck out as unimportant: From the window of the train I perceived an unsightly structure.

Additional idea definitely expressed: From the window of the train I perceived one of those unsightly structures which are always to be seen near a station.

Note.—If intensives are called for, use true ones—words like *much*, *very*, and *exceedingly* which are complete in meaning. Words like *too*, *so*, and *such* are false intensives; they must be completed by an outside element of thought, usually a result clause introduced by *that*. Superlative forms are also false intensives; they are used in making comparisons, and the basis of the comparison must be supplied.

Wrong: Isn't that ribbon just too pretty? I was so alarmed. The baby's eyes shone so brightly. Wilberforce is such a fast walker. He was that cautious. This is the best pelt!

Right: Isn't that ribbon pretty? I was much (or greatly) alarmed. The baby's eyes shone very brightly. Wilberforce is an extremely fast walker. He was very cautious. This is a thoroughly good pelt!

Also right: Isn't that ribbon too pretty for everyday use? I was so alarmed that I could scarcely speak. The baby's eyes shone so brightly that they looked like stars. Wilberforce is such a fast walker that we cannot keep up with him. He was so cautious that he seldom made a mistake. Of all the pelts I have seen, this is the best.

Exercise:

1. Waltham is such a good-natured fellow.
2. This mistake is just as natural.
3. Mrs. Perry's clothes are always more distinctive.
4. Our customers tell us that our draperies are prettier and our rugs are cheaper.
5. I was suddenly overcome by that feeling of futility. The struggle was so useless.

Transitions

The state of mind of a writer is not the state of mind of his reader. The writer knows his ideas, and has spent much time with them. The reader meets these ideas for the first time, and must gather them in at a glance. The relation between two ideas may be clear to the writer, and not at all clear to the reader. Therefore,

8. In passing from one thought to another, make the connection clear. If necessary, insert a word, a phrase, or even a sentence, to carry the reader safely across.

Cause transition lacking: The Romans were great road-builders. They wished to maintain their empire.

Better: The Romans were great road-builders, *because means of moving troops quickly were necessary* to the maintenance of their empire.

Space transition needed: We were surprised to see a house in the distance, but we went to the door and knocked. [This sentence does not give a reader the effect of distance.]

Better: We were surprised to see a house in the distance. *But we hastened toward it with thoughts of a warm meal and a good lodging. We entered the yard, and went up to the door, and knocked.*

Exterior-interior transition needed: We noticed that the house was built of cobblestones. There was a broad window from which we could look out upon the small stream that dashed down the rocky hillside.

Better: We noticed that the house was built of cobblestones. *We went inside, and found that the living room was large and airy.* There was a broad window from which we could look out upon the small stream that dashed down the rocky hillside.

COMPLETENESS

General-to-particular transition needed: Modern machinery often makes men its slaves. Last summer I worked for the Chandler Company. [This gap in thought occurs oftenest between the first two sentences of a paragraph or theme.]

Better: Modern machinery often makes men its slaves. *This truth is well illustrated by my own experience.* Last summer I worked for the Chandler Company.

Transition to be improved by changing order: A careless trainer may spoil a good colt. A good horse can never be made of a vicious colt. [Here the order of ideas is: "Trainer . . . colt. Horse . . . colt." Turn the last sentence end for end.]

Better: A careless trainer may spoil a good colt. And a vicious colt can never be made a good horse. [Now the order of ideas is: "Trainer . . . colt. Colt . . . horse."]

Transition to be improved by removal of a disturbing element: Our class in physics last week visited a pumping station in which the Corliss type of steam engine is used. *The engines are manufactured by the Allis-Chalmers Company of Milwaukee, Wisconsin.* This type of engine is used because it has several advantages. [The italicized sentence should be omitted here, and introduced later.]

Note.—The simplest means of securing smooth transitions is by a liberal use of connectives: *however, on the other hand, equally important, another interesting problem is, for this reason, the remedy for this condition, so much for, it remains to mention, of course I admit, finally.* Transitional phrases and sentences are useful not only in securing coherence within the paragraph but also in joining one paragraph to another. (See 117 Note.)

Exercise:

- I. Marmaduke's cold had resulted in pneumonia. He was never sick.

COMPLETENESS

- 2 We wandered through the rooms, admiring the house and furnishings. It was painted green, outside.
3. I used to wonder what grandmother had in that old locked trunk in the attic. She kept her wedding dress there.
4. It looked as if there would be a fight between the townspeople and the circus employees. Fawcett was badly injured in the struggle.
5. A search was made for something dry to wrap her in. Finally a horse blanket was discovered. This was years ago. She sat by the fire wrapped in the blanket.

9. EXERCISE IN COMPLETENESS OF THOUGHT

A. Fragments Misused as Sentences

Rewrite the following statements in sentences each of which expresses a complete thought.

1. Highland is in the midst of a great mining section. The chief minerals found there being lead and zinc.
2. The opportunities for the skilled mechanic are enormous. In the concentrating mill, in the sugar refinery, in the oil fields, and in countless factories.
3. On, on we went. The sun shining down from a clear blue sky upon a landscape of dull green.
4. In college we form many friendships. Some that continue years after graduation.
5. I learned that time is a good doctor. That through experience our minds are often changed and we are able to see the side of things opposite to our earlier view.
6. As I had been looking for a residence in a small town that would be suitable for a lawyer. I was told about this place.
7. I tore it open hastily. A note saying that my chum had eloped.
8. At last we arrived at our destination. Which was a small Japanese village.

COMPLETENESS

9. Our journey lasted three days. Days of real adventure which I shall always remember.
10. The work done in the monasteries was by no means light. Copying, poring day after day over parchments old and yellow in order that coming generations might have precious knowledge.
11. "You are all right; be quiet", he said. After which I stopped talking.
12. In that environment I passed four years of my life. Ever a keen observer of the lumber jacks.
13. Recently I interviewed two local merchants in regard to their advertisements in the school paper. First, their purpose, and second, their returns from these advertisements.
14. Through these visits the foreign women may be made interested in the standards of American life. Proper food, neat clothing, ventilation, sanitation.
15. The kindergarten has been a part of our educational system for many years. And has met with much unjust criticism. Criticism born of ignorance.

B. Incomplete Constructions

Improve the following statements. Supply missing words. Make sure that each construction and each sentence is complete.

1. They have not that ability to succeed in practical affairs.
2. Last Saturday, this being the only day we have had much fun, hence I will tell you about it.
3. Anybody wanting some help they can phone to the Y. M. C. A., which will put out a sign saying that a man is wanted.
4. All conditions point favorably toward a bountiful harvest and prosperity almost to crown the efforts of many days.
5. About Artesian wells, the depth is so great that the water is forced out at the surface.

COMPLETENESS

6. He called to mind boyhood associates that he did not know what had happened to them.
7. The field used to play baseball should be comparatively large; a square field is more suitable.
8. Another example of this herd-instinct is in the family one usually finds children belonging to the same political parties as their parents.
9. The reserved books which are used by the students continually, and as there is a limited number of these books, they can be lent for only two hours.
10. I thought that with the variety of flies I had brought along prepared me to catch every trout in the stream, however fastidious his appetite.
11. He had been careful and industrious for weeks, and then to have a mere accident undo all his good work.
12. He has the ability to take his friend's point of view; this makes it possible for lasting mutual friendship.
13. In this shop, at last, in a small case near the door, were the right buckles, the only earrings, and the perfectly matching hose, and strange but true, much less expensive than we had expected.
14. Because of the character of Napoleon, the personal power he had over men, his genius in war or council, his impulsiveness, his calm in victory, and his courage in defeat, all these combined traits make of Napoleon, to my mind, one of the most wonderful men of history.
15. In another place, when Marlow thought that the so-called "bar maid" and Miss Harding were two different persons, and as a result when his father asked him if he were making love to Miss Harding, he innocently replied that he was not, added greatly to the interest of the book besides furthering the plot.

C. Omission of Words

The following sentences are inadequate because of omissions. Complete the thought.

COMPLETENESS

1. Your son is too known to escape criticism.
2. All the boys could swim, but only one of the girls, and she was poor.
3. Our quarterback fumbled the ball, and a fatal setback to our team.
4. We discovered some boys were merely trying to frighten us pushing immense rocks into the river.
5. Carew's intention was to go by trolley, but changed his mind.
6. This being my first trip on the water was of great interest to me.
7. The chauffeur is too injured to give his version of the accident.
8. Now that I spent two months at college my opinion of it differs greatly from that I formerly possessed.
9. One should not go away without thanking the hostess because he will show bad manners.
10. The morning of the second day there came into view a small band of elk, but were too far away for a shot.
11. Just the other evening when Percival Brown came to see me, and the first real date I ever had, brother had to set the alarm clock to go off under the sofa.
12. I chanced to be in a local barber shop, not for the purpose of gossiping, as all men know is one of the functions of the small-town barber shop, but to get my hair trimmed.
13. There is no doubt but that Caesar wished to have his power increased to king because he wished his nephew, Octavius, to be in succession.
14. Universal military training requires a definite period for all men nineteen years of age.
15. No other magazine carries to its readers a combination of common sense and interesting material as this one.

D. Transitions

Complete the thought of the following sentences, and secure a smooth transition between parts.

COMPLETENESS

1. On going over the rapids the members of my well-selected crew showed their skill as watermen. They took out their lunch and began to eat.
2. The coal company did not like the idea well at first. They made it a part of the printed rules for the mine.
3. We found it at last, a small cottage on a side street, under a big oak tree which had lost its leaves. We admired the open fireplace with its blazing logs, and the rows of books along the wall.
4. The space around the house, which I cannot have the heart to call a lawn, was grown up in weeds. The lady who lived there was always very neat.
5. Through the dense underbrush traveling became so difficult that we went very slowly. We reached our destination, a small village on the Brazos River.
6. The cultivation of sugar beets involves great labor. When the beets are full grown, they are dug by a machine. They are "topped" by hand.
7. Our water supply comes from the lakes. It is carefully protected against contamination. I saw twenty tame geese swimming there, one day last summer, as I was passing by.
8. Some persons are afraid that radio will extend the influence of cheap forms of entertainment. Ministers may preach sermons to thousands, and college professors may teach classes in distant towns.
9. It is a simple matter to drop three cents in some convenient box once every week. Under the viaducts in the slums of the city under-fed children live in wretched surroundings. Even a small sum will help.
10. This ship, which was driven into the South Polar region by a storm, carried the Ancient Mariner. Sailors are very superstitious. They blamed the Ancient Mariner for their ill luck, after he killed the albatross which had followed the ship.

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Unity means oneness. A sentence should contain one thought. It may contain two or more statements only when these are closely related parts of a larger thought or impression. A writer should make certain, first, that his thought has unity; and second, that this unity will be obvious to the reader.

Independent Ideas in One Sentence

0. Do not combine ideas which have no obvious relation to each other. Do not combine ideas which are related if each is important enough to form a sentence by itself. (See 41.)

Wrong: The Spartans did not care for literature, and lived in the southern part of Greece.

Wrong: The coffee business is not difficult to learn, and the most important work in preparing the coffee for the market is the roasting of the green berries.

The simplest method of correction is to divide the sentence.

Right: The Spartans lived in the southern part of Greece. They did not care for literature.

Right: The coffee business is not difficult to learn. The most important work in preparing the coffee for the market is the roasting of the green berries.

Another method of correction is to subordinate one idea to the other, or to change the wording until the relation between the ideas is obvious. In instances

where this method cannot be applied, the only remedy is to divide the sentence.

Right: The Spartans, who lived in the southern part of Greece, did not care for literature.

Right: The coffee business is not difficult to learn, since the only important work in preparing the coffee for the market is the roasting of the green berries.

The following example presents three ideas:

Idea 1—Ten years elapse.

Idea 2—A man dies.

Idea 3—A family moves.

These ideas are closely related. But at least two of the ideas are independent; that is to say, important enough to demand separate sentences.

Lacking unity: We lived in Santa Fé for ten years; then my father died, so we moved to El Paso, Texas.

Right [emphasizing ideas 2 and 3]: After we had lived in Santa Fé for ten years, my father died. We then moved to El Paso, Texas.

Right [emphasizing ideas 1 and 3]: We lived in Santa Fé for ten years. Upon the death of my father, the family moved to El Paso, Texas.

Exercise:

1. She had traveled a great deal and could make delicious pies.
2. One day in April I went to Dallas shopping with a friend of mine, and we shopped in Dallas all day in a pouring rain.
3. I will never forget all the experiences I had working in the steam-shovel pit; I think this was the most important time of my life.
4. We miraculously escaped being drowned; for one of the

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worst storms ever recorded in the section overtook us on our trip across Lake Erie, and the next summer we all went to Illinois to visit our relatives.

5. When the meal was over, preparations were made for going to bed, and when the natives were all stretched out on the floor, a large stone was rolled in front of the entrance and as there were no windows there was no ventilation; but in the morning everybody seemed well; so I decided this mode of living was more tolerable, after all, than I had thought.

The Spill-over Sentence

1. Do not permit the thought of one sentence to run over into a second sentence which introduces a new idea. Either keep the detached part of the thought in the first sentence, or embody it in a separate sentence.

Faulty: The stranger walked into a little country store. It was also the post office, and on the counter he saw a large cat.

Right: The stranger walked into a little country store which was also the post office. On the counter he saw a large cat.

Faulty: Mrs. Downer is a small woman of twenty-seven years, very active and jolly. She has red cheeks, and her home is one of the most attractive in the city.

Right: Mrs. Downer is a small woman of twenty-seven years, red-cheeked, active, and jolly. Her home is one of the most attractive in the city. [Or] Mrs. Downer is a small woman with red cheeks. She is twenty-seven years old, very active and jolly. Her home is one of the most attractive in the city.

Exercise:

1. The remainder of the week she spent in the garden, digging

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- weeds, and watering flowers. She sprayed the rose bushes; her household work was badly neglected.
2. The boat was crowded with passengers, on decks, in cabins, in the hold. Some were actually on the roof, but every one was very happy.
 3. He liked to be out of doors, and he was always talking about birds' nests, shrubs, and leaves. Also he studied flowers, but he never destroyed any.
 4. The town is situated on a narrow plain surrounded by rather barren hills. It is on the bank of a river; the chief industry is iron mining.
 5. A trip through an oil refinery is one of the most desirable that a person can take. It is also interesting; one learns much about modern scientific processes of manufacture.

Excessive Detail

- 12.** Do not encumber the main idea of a sentence with superfluous details. Place some of the details in another sentence, or omit them.

Faulty: In the town in which I live there are several large churches, and about six o'clock one morning, in a violent storm, one of these churches was struck by lightning.

Right: In my home town there are several large churches. One morning about six o'clock, in a violent storm, one of these churches was struck by lightning.

Wrong: In 1836, in Baltimore, Poe married Virginia Clemm, his cousin, who was hardly more than a child, being then fourteen years old, while Poe himself was twenty-eight, and to her he wrote much of his best verse.

Right: In 1836 Poe married Virginia Clemm. Poe was then twenty-eight, and Virginia was only fourteen. To this girl Poe wrote much of his best verse.

Exercise:

1. After considering all the magazines, I believe the American

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Magazine is my favorite, published by the Crowell Publishing Company at Springfield, Ohio, a monthly magazine which can be purchased for twenty-five cents.

2. Talbott put on a false, ruddy face, long, hoary whiskers, a tall red cap fringed with white lamb's-wool, a pair of gauntlets that looked as if they came from a snowbank, a robe with cotton attached to the edges and sleeve-ends, and a pair of boots from the top of which hung great masses of fleece; and thus he was dressed to play Santa Claus.
3. The bomb was attached to the clock by means of an electric wire, with arrangements made with such skill and care that the hands could keep going around for several hours without igniting the fuse, but that when the hour of 4:55 was reached the fuse would be ignited, and of course as soon as this happened, that the explosion would take place.
4. The sleight of hand man, in explaining the trick, kept us watching his left hand in which he pretended to conceal the paper, but all the time he was really fooling us and when he dropped the paper without appearing to know it was gone we laughed, whereupon he felt for the paper and pretended to be surprised that he couldn't find it, and when we were laughing louder than ever, he suddenly said, "Well, one must be prepared for emergencies", and drew out of his right hand a paper which was just like the paper he had had in his left hand.
5. That lazy fellow, taking up the paper, would read the sport page first, then the news articles, then the editorials, then the stock market reports, and finally the household column and the special articles, with the result that he would waste the whole morning.

Choppy Sentences to be Combined

3. Do not use two or three short sentences to express ideas which will make a more unified impression in

one sentence. Place subordinate ideas in subordinate grammatical constructions.

Excessive predication: Excavating is the first operation in street paving. The excavating is usually done by means of a steam shovel. The shovel scoops up the dirt and loads it directly into wagons.

Right: Excavating, the first operation in street paving, is usually done by a steam shovel which loads the dirt directly into wagons.

Monotonous: The doe is wading along the shore. She is nibbling the lily pads as she goes. Now she moves slowly around the point. She has a little spotted fawn with her. The fawn frolics along at the heels of its mother.

Better: Wading along the shore, the doe nibbles the lily pads by the way, and moves slowly around the point. A spotted fawn frolics at her heels.

Primer style: Rooms are marked on the floor. These rooms are about fourteen feet square.

Better: The floor is marked off into rooms about fourteen feet square.

Note.—An occasional short sentence is permissible, even desirable. Successive short sentences may be used to express rapid action, or emphatic assertion, or deliberate simplicity. Otherwise, avoid them.

Exercise:

1. Near the south side of the city is a swimming pool. This pool is in a beautiful park.
2. The main use of rubber in factories nowadays is for the making of different kinds of tires. The different kinds of tires are automobile, airplane, bicycle, and motorcycle.
3. Two years ago we went home for a visit, and found a new dog. He was a blooded bird dog. I think he was about the smartest dog I have ever seen.

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4. It was an evening in May. A gentle breeze was stirring. The daffodils nodded in the garden. Anne sat dreaming. She could watch the reeds swaying in the marsh.
5. I was born in Kansas in 1903. I remained in that state until the present time. Until I came here, I spent all of my school days there. During summer vacations we traveled. I have been to the Pacific coast twice. Each time we went into Canada.

Stringy Sentences to be Broken up

1. Avoid stringy compound sentences. Separate the material into shorter sentences, or subordinate lesser ideas to the main thought.

Faulty: The second speaker had sat quietly waiting, and he was a man of a different type, and he began calmly, yet from the very first words he showed great earnestness.

Right: The second speaker, who had sat quietly waiting, was a man of a different type. He began calmly, yet from his very first words he showed great earnestness.

Faulty: There are many stops on the organ which control the tones of the different pipes and one has to learn how and when to use these and this takes time and practice.

Right: On the organ are many stops which control the tones of the different pipes. To learn how and when to use these takes time and practice.

Faulty: He published prose fiction, and this was then the accepted literary form; and the drama was neglected.

Better: He published prose fiction, which was then the accepted literary form, the drama being neglected. [This sentence makes three statements in a diminishing series. The important idea is expressed in a main clause; a less important explanation is fitted into a relative clause; and a still less important comment takes a parenthetical phrase at the end.]

Note.—One of the crying faults of the immature writer

is that by excessive coördination he obscures the fine shades of meaning. When two clauses are joined, the meaning will very often be more exact if one is subordinated to the other.

Exercise:

1. A person may be too humble, yet there is no one whom we dislike so much as a conceited person and this brings out the point that there is always a happy medium.
2. We would go on night hikes, and we would take a flashlight and a camera along, and when it got dark the light would draw the animals from all around, especially the rabbits.
3. This little mining camp is protected by high mountains and is right in a canyon and has a good water system because of the lakes which supply the purest drinking water a person could want.
4. We asked some people that lived there if they knew the easiest way to the summit and they told us to go out their back gate and follow a ridge which would take us about half way up so at two o'clock we started out.
5. We rode up the beach for about three quarters of an hour, and during that time we went beyond all the summer resorts and houses, and came to where there was no driftwood, which is usually on the beaches, having been washed there by the ocean, and all that was in sight was land and water, and no trace of a living soul.

Lack of Subordination

In structure a sentence may be

- A. Simple: The rain fell.
- B. Compound: The rain continued and the stream rose.
- C. Complex: When the rain ceased, the flood came.

In B, the clauses are of almost equal importance, and the first is coördinated with the second. In C, the

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clauses are not of equal importance, and the first is subordinated to the second. *And* is a coördinating conjunction. *When* is a subordinating conjunction.

- 5. Do not use coördination when subordination will secure a more clear and emphatic unit of thought. Especially do not coördinate a main idea with an explanatory detail.** Children connect all ideas, important and unimportant, with *and*; discriminating writers place minor ideas in subordinate clauses, consign still less important ideas to participial or prepositional phrases, and omit trivial details altogether.

Childish: I went down town and saw a crowd standing in the street, and wanted to know what was the matter, and so I went up and asked a man.

Right: When I went down town, I saw a crowd standing in the street, and since I wanted to know what was the matter, I asked a man. [Two clauses are subordinated by the use of *when* and *since*. This change abolishes two *ands*. The words *went up and* are struck out. One *and* remains, and deserves to remain, for it joins two ideas which are truly coördinate.]

Main idea not emphasized: Developing is the next step in preparing the film, and it is very important.

Better: Developing, the next step in preparing the film, is very important. [An appositional phrase replaces the first predicate.]

Main idea not emphasized: They began their perilous journey, and they had four horses.

Right [emphasizing *perilous journey*]: With four horses they began their perilous journey. [A prepositional phrase replaces a clause.]

Right [emphasizing *having the horses*]: When they began

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their perilous journey, they had four horses. [A subordinate clause replaces a main clause.]

Capable of greater unity: The frog is a stupid animal, and may be caught with a hook baited with red flannel. [Is the writer trying to tell us *how to catch frogs* or merely that *frogs are stupid*? Coördination makes the two ideas appear equally important.]

Right [emphasizing *frogs are stupid*]: The fact that the frog can be caught with a hook baited with red flannel proves his stupidity.

Right [emphasizing *how to catch frogs*]: The frog, being stupid, will bite at a piece of red flannel.

Exercise:

1. He hobbled along, and he used a cane. He was still confused in locating streets, and he had lived in the town for many years.
2. Ben is our dog and has decided notions, and no amount of coaxing or punishing can change his mind a whit.
3. There was only one door and it was made of rough boards and had a wooden latch and leather hinges.
4. In the Mesa Verde National Park the government provides you free of charge with guides, and they take you to the different ruins, and they tell you about the history of the cliff dwellers.
5. Our cabin is made of logs and is situated among pine trees, with a hill standing behind it like the rock of Gibraltar, and acts as a mammoth protection.

Subordination Thwarted by *and* or *but*

16. Do not place *and* or *but* before a phrase or clause which you intend shall be subordinate. The presence of a coördinating conjunction thwarts subordination.

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Wrong: Gerald went to bed, and leaving the work unfinished.

Right: Gerald went to bed, leaving the work unfinished.

Wrong: He ran home and with coat tails flying.

Right: He ran home with coat tails flying.

Wrong: This is an important problem, and which we shall not find easy to solve.

Right: This is a problem which is important and which we shall not find easy to solve. [Or] This is an important problem, which we shall not find easy to solve.

Wrong: Their chief opponent was Winter, a shrewd politician, but who is now less popular than he was.

Right: Their chief opponent was Winter, a shrewd politician, who is now less popular than he was.

Note.—The last two examples illustrate the “*and which* construction”. A good rule-of-thumb is, “Do not use *and which* unless you have already used *which* in the sentence”. But an exception must be made for sentences like the following: “He told me what countries he had visited, and which ones he liked most”.

Exercise:

1. I caught seven fish in the stream, and not counting one sucker.
2. He is an all-conference fullback but whose punting is unreliable.
3. At the top of the stair he discovered a hall, and with two bedrooms opening into it.
4. At ten o'clock inspection is held, and the tent which is neatest and cleanest winning the honors for the day.
5. We discovered that in this little paradise of beauty, a perfect little village was located, but which to our consternation was entirely deserted.

Faulty Subordination of the Main Thought

- 17. Do not put the principal statement of a sentence in a subordinate clause or phrase.** This violation of unity is sometimes called "upside-down subordination" (See 42).

Faulty: Our clothes began to feel damp from the fog, when we decided to build a fire.

Right: When our clothes began to feel damp from the fog, we decided to build a fire.

Faulty: Longstreet received orders to attack the Federal right wing, which he did immediately.

Right: As soon as Longstreet received orders, he attacked the Federal right wing.

Faulty: I suspected that it would rain, although I did not take an umbrella.

Right: Although I suspected that it would rain, I did not take an umbrella.

Exercise:

1. The house next door was unoccupied, which was to be my destination.
2. Alderman Smith arose, vigorously assailing the measure.
3. Today I was telling Smithers about a cash sale I had made when he suddenly asked me whether I had any money on hand.
4. There was a new moon, although the night was quite dark when we started for home.
5. I had not been there more than a few minutes when the fire-bell rang, every one starting for the door.

Unity Thwarted by Punctuation The Comma Splice

- 18. Do not splice two independent statements by means of a comma.** Write two sentences. Or, if the two

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statements together form a unit of thought, combine them (1) by a comma plus a conjunction, (2) by a semicolon, or (3) by reducing one of the statements to a phrase or a subordinate clause.

Wrong: The town has two railroads, it was founded when oil was discovered.

Right: The town has two railroads. It was founded when oil was discovered.

Wrong: The speed of the car seemed slower than it really was, this was due, no doubt, to the absence of all noise. [Here are three commas. The reader cannot quickly discover which one marks the great division of thought.]

Right: The speed of the car seemed slower than it really was. This was due, no doubt, to the absence of all noise.

Wrong: The winters were long and cold, nothing could live without shelter.

Right: The winters were long and cold. Nothing could live without shelter.

Right: The winters were long and cold, and nothing could live without shelter [For the use of the comma, see 91a].

Right: The winters were long and cold; nothing could live without shelter [For the use of the semicolon see 92].

Right: The winters were so long and cold that nothing could live without shelter.

Exception.—A series of parallel clauses intended to give a unified impression or an effect of climax may be separated by commas even though the conjunctions be omitted. In such exceptional sentences, however, the use of the semicolon is not wrong.

Permissible: All was excitement. The ducks quacked, the pigs squealed, the dogs barked. [The general idea *excitement* gives the three clauses a certain unity.]

Note.—Two independent statements run together without either conjunction or punctuation (the comma splice without the comma) give an intolerable effect of telescoping. The remedy is the same as that given in the rule above.

Bad: The fire has begun to burn the room immediately seems more cheerful.

Right: The fire has begun to burn; the room immediately seems more cheerful. [Or] The fire has begun to burn, and the room immediately seems more cheerful.

Bad: I wonder where those children can be they have been gone an hour.

Right: I wonder where those children can be; they have been gone an hour.

Exercise:

1. On seeing us the elk fled, some of the antelopes remained to watch us.
2. Beside her bed was a tray, this had a bottle of medicine and a glass of water on it.
3. I stuttered and stumbled through my speech, it seemed to take an age, but in fact it took less than the required two minutes.
4. His associates would tell stories about him in his presence, to all this he would answer not a word. He bent over his invention, it was a contrivance for making milk bottles out of paper.
5. When the telephone rang Randolph answered the voice sounded like that of his aunt.

19. EXERCISE IN UNITY OF THOUGHT

A. The Comma Splice

Rewrite the following material in sentences each of which is a unit of thought. Most of the statements

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should be summarily cut apart. If you decide that others taken together have unity of thought, combine them (1) by a comma plus a conjunction, (2) by a semicolon, or (3) by reducing one of the statements to a phrase or a subordinate clause.

1. But it was no use, the door would not budge.
2. The man hurried, it was Christmas Eve and he was going home.
3. Some shave their heads, some wear the hair long or in ringlets.
4. Authors like these we can never forget, their works will be read in time to come.
5. One should know what he wants to do when he is a senior, I think every one should have by that time a very definite goal.
6. The curtain is rising now, I shall miss the entire first act.
7. Everything is ruined, what shall I do?
8. Never did two hours seem longer, I thought they never would end.
9. The firebell rang, this meant that the fire wagons would soon be dashing down the street.
10. The natives succeeded in finding three lions, while two bounded off into the grass the third charged us.
11. Early the next morning I went to the old house, I seemed to be drawn there by magic.
12. Rusty went to the bunkhouse to clean up a bit he was too much excited to take any notice of the guests, but they took notice of him.
13. The water held by this dam runs many giant electric turbines it also waters thousands of acres in the Arkansas Valley, the most fertile land in the state.
14. Some Indians took the lost trapper to their camp, they warmed and fed him. They did not speak English, probably if he had attempted to explain, they would not have understood.
15. The unsuspecting ski-ist hesitatingly shuffles to the brow of

the hill, it seems so simple merely to slide down that soft snow-covered hillside, he then starts down, a few seconds of smooth, ever-increasing speed; then a slight overbalancing, a wild swinging of arms, and the next second a flurry of snow, arms, legs, and skis, and the next thing to be seen is a few black spots showing out of the snow.

B. One Thought in a Sentence

By dividing, subordinating, or logically combining the following statements, secure unity of thought.

1. His face has a look of determination upon it, and he usually wears brown shoes.
2. While we were resting, a coyote passed us carrying a bird; we followed him up to timberline where he became lost among the gray rocks, but a long time afterward we found his den.
3. Thoreau's house contained only the bare necessities of life, and very few of these; one finds suggestions of laziness in his writings.
4. On one or two occasions an attempt was made to remove the stockyards from the city, and it seems strange to me that there should be in our city this great industry which so few of us have even heard about.
5. My servant and I just stood and looked at each other and finally a smile came out on his face and we both laughed and thought how foolish we were to let a kitten scare us so.
6. I had a pony named Maud, a dog, a cat, and a few other pets, and because I had played with only my brothers until I was six, I was a tomboy; so when we moved to the town nearby I had to practice being a lady.
7. This business ability had elevated him from a position as clerk at the bank to his present position, and he was only forty-two years of age on his last birthday; but it is

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not his business ability alone that an observing person will notice.

8. I played the piano with one finger at an age earlier than I can remember and I have hardly left the piano since except for a few weeks at a time; my talent, whatever it is, has every opportunity to develop, for I have no desire to get married.
9. We had covered less than fifteen miles; we had not encountered a single person on the road, and the place where we stopped for lunch was surrounded by a small shrub called mesquite.
10. The last letter I wrote you, I wrote on Sunday morning, and I told you that the weather was still clear, but today it is stormy and cold.
11. The stillness was oppressive; no sounds were heard save the snore of the engine and an occasional creak of the straining boat, but in time we reached the other shore and the plank was let down.
12. I sold the car one day to a friend of mine who had just been discharged from the army after serving eighteen months in the tank corps and he was surely pleased with it, and drove it everywhere.
13. About one in the morning it really began to rain in earnest, and very reluctantly we crawled out, hastily rolled our bedding, and stumbling and falling we made our way to one of the tents belonging to our friends, crowded in there, and stayed until morning.
14. The room is large and bright with many large windows to let air and sunshine in, and the walls are decorated with a border of stenciled ducks, bears, lambs, and so forth, which will all interest the children, and the furnishings are to be white, which will make everything clean and cheerful and make the children happy.
15. It was at the beginning of the last quarter, when one of the forwards of the home team speedily dribbled the ball down the floor, and made a beautiful shot, which slipped through the basket without touching backboard or

rim; the crowd was in a frenzy, and amidst stamping of feet, loud shouts, and shrill whistles, the balcony upon which some thousand people were seated, and under which some five hundred more were sitting, slowly began to give way with a low rumble.

C. Excessive Coördination

The ideas in the following sentences are loosely strung together with coördinating conjunctions. Place the important idea in the main clause. Subordinate other ideas by reducing each to a dependent clause, or a phrase, or a word.

1. He was poor and had a family of six children and his wife.
2. Rosalind was a beautiful young girl and of noble birth and was the duke's niece and lived with him in the palace.
3. We were directed to a house where we found a room and it was clean and comfortable but not exactly what we were looking for.
4. The best seed corn consists of large and unblistered kernels, and taken from strong and white-centered cobs.
5. Nor did the team stop running until they reached the village, and there happened to be good grazing there.
6. From the back of the room the teacher could keep close watch of the movements of the boys and girls and turned their heads to see if the teacher was observing them.
7. Shade was rare, but our guide knew the country well and we were usually assured of a leafy shelter at noon.
8. My experience in theme writing is limited and this is the second time that I have ever tried to write a theme, but I hope that in the near future I shall be able to write better.
9. In each department of the normal school specific work is offered and the student may take up the exact work in which he wishes to become efficient.

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10. The father of the girl was a student and he was banished and he left his family to go to the forest.
11. Robert and Grace Gordon had been married for over a year, and they had had company almost constantly, and Grace was nearly worn out.
12. Our week was very successful and our time was well repaid and the only regret we had was that we could not stay longer.
13. My only companions were my horse and dog and we made long trips across the prairie and we sometimes did not get home till after dark.
14. Puerto is in the heart of the jungle, and we wished to hire three African natives to guide us through our journey, and as soon as possible.
15. I had the experience of camping out only once in my life, and that experience was not so agreeable as it might have been, but it was rather exciting, and I will try and tell you something about it.

D. Excessive Predication

The following sentences are badly broken up. Rewrite them. Take care that you do not crowd too many ideas together, for stringy sentences are worse than choppy ones.

1. Our supplies are carried by native carriers. Each boy carries a load weighing about sixty pounds.
2. Character depends on at least three things. They are industry, will, and intellect.
3. Dogs often show great intelligence. The time when dogs have showed the most intelligence was during the war. The dog that I shall tell about was a German police dog.
4. Colorado Springs is located at the foot of Pike's Peak. It is within a few miles of the Pike National Forest. This area includes some very wonderful scenery.

5. One of the men whom I admire greatly is Doctor Brown. He is a doctor in the small town of Benford. He served with the army during the World War. He also served during the Spanish-American War.
6. In Egypt there were many places which interested me. One of the main sights which interested me was the Sphinx. The history of the Sphinx dates back over four thousand years.
7. The prison was built in the early part of the nineteenth century. The walls are of gray granite. They are surmounted by guard-houses.
8. De Quincey uses a flowing style. It is more like music than that of any other essayist. He uses a language that we understand. Although his language is "rolling in sounds", he does not use words that we are not familiar with. It is rhetorical in style.
9. There was a man who lived in England, that owned a shepherd dog. This man's name was John Sour and he called the dog Jack. Mr. Sour was the father of two boys. One of the boys was eight years of age, and the other ten. Mr. Sour lived on a small farm and kept many ducks and chickens, and a few cows.
10. Napoleon was a pony. He was a red and white pinto, white predominating. He was only about fourteen hands high, and as fat as he could be. His mane was very thick. It had been roached, but had grown about six inches. His tail was short and white also.

E. Upside-down Subordination

In the following sentences the important idea is buried in a subordinate clause or phrase. Rescue this main idea, express it in the main clause, and if possible subordinate the rest of the sentence to it.

1. The soil was poor, although there were many flowers.
2. The reasons for which he is my favorite character are many.

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3. It was about two hours before we repaired the punctured tire, starting at last.
4. If the beaver hears anything out of the ordinary it just slaps its tail on the water, giving warning to all the rest.
5. He did not look rich, while he was actually wealthy.
6. The fish had taken only a part of the bait in his mouth thus getting away.
7. Representative Mason now rose to speak, who made the sensational address of the day.
8. The next float carried a housewife in old clothes representing the domestic life of the early settlers.
9. These exchanges are agencies for the photoplay producers, to rent the film to the various theaters.
10. Four got across the frozen river without mishap, when one of the boys started across with a heavy pack, falling in.
11. He determined years before to become the most successful engineer in the state, which he did.
12. Two of my friends had been planning a trip, when we made a few changes in our plans and all going in one party.
13. At this season of the year when the mountains have a cold and forbidding look, they have just passed through another winter.
14. The two women had just decided to go in, when they heard a series of yells. They looked around, seeing eight excited boys rushing madly down the street toward them.
15. I must close this letter now, thanking you for your kind invitation.

CLEARNESS

Clearness is fundamental. The writer should be content, not when his meaning may be understood, but only when his meaning cannot be misunderstood. He may attain this entire clearness by giving attention to five matters:

- Reference (20-22)
- Coherence (23-28)
- Parallel Structure (30-32)
- Consistency (33-35)
- Use of Connectives (36-38)

REFERENCE

By the use of pronouns, participles, and other dependent words, language becomes flexible and free. But each dependent part must refer without confusion to a word which is reasonably near, and properly expressed. Ordinarily a reader expects a pronoun or a participle to refer to the nearest noun (or pronoun) or to an emphatic noun.

Reference of Pronouns

- 20a.** Avoid divided reference. A pronoun should be placed near the word to which it refers, and separated from words to which it might falsely seem to refer. If this method does not secure clearness, discard the pronoun and change the sentence structure.

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Uncertain reference of *which*: He dropped the bundle in the mud which he was carrying to his mother. [The reader for a moment refers the pronoun to the wrong noun. Bring *which* nearer to its proper antecedent *bundle*.]

Right: He dropped in the mud the bundle which he was carrying to his mother.

Vague reference of *this*: My failure in mathematics was serious. My grades in English, history, and Latin were good enough. But this brought down my average. [*This*? What *this*? Five nouns intrude between the pronoun *this* and its proper antecedent *failure*.]

Right: In English, history, and Latin I received fairly good grades. But in mathematics I received a failure. This brought down my average.

Ambiguous reference of *he*: John spoke to the stranger, and he was very surly.

Right: John spoke to the stranger, who was very surly.
[Or] John spoke in a surly manner to the stranger.

b. Avoid double reference. Do not permit the same pronoun to refer successively to different antecedents if the reference is at all ambiguous.

Wrong: The feet of Chinese girls were bandaged so tightly when they were babies that they could not grow. [*They* refers successively to *girls* and *feet*, whereas it should be used to refer unmistakably to one antecedent only.]

Right: In China the feet of girl babies were bandaged so tightly that they could not grow.

Wrong: As long as the sun shone it was warm enough, but as soon as it went behind a cloud, it was cold. [*It* is used twice in the indefinite sense, and once to refer to *sun*.]

Right: As long as the sun shone, it was warm enough, but as soon as the sun went behind a cloud, it was cold.

c. Avoid weak reference. Do not permit a pronoun to refer to a word not likely to be central in the

reader's thought; a word, for example, in the possessive case, or in a parenthetical expression, or in a compound, or not expressed at all. Make the pronoun refer to an emphatic word.

Wrong: He threw a stone at the wasps' nest, which flew out angrily and stung him.

Right: He threw a stone at the nest, and the wasps flew out angrily and stung him.

Wrong: In biology, which is the study of plants and animals, we find that they are made up of unitary structures called cells. [Since the words *plants and animals* occur only in a parenthetical clause, the reader is unprepared to find them used as an antecedent.]

Right: In the study of biology we find that plants and animals are made up of unitary structures called cells.

Absurd: When the baby is through drinking milk, it should be disconnected and put in boiling water. [The central idea in the reader's mind is *baby*, not *milk-bottle*. The writer may have been thinking about the *bottle*, but he did not make the word emphatic; in fact, he did not express it at all.]

Right: When the baby is through drinking milk, the bottle should be taken apart and put in boiling water.

d. Avoid broad reference. Do not use a pronoun to refer broadly to a general idea. Supply a definite antecedent or abandon the pronoun.

Wrong: The tapper strikes the gong, which continues as long as the push button is pressed. [The writer intends that *which* shall refer to the entire preceding clause, but the reference is intercepted by the word *gong*.]

Right [supplying a definite antecedent]: The tapper strikes the gong, a process which continues as long as the push button is pressed. [Or, abandoning the pronoun] The tapper strikes the gong as long as the push button is pressed.

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Wrong: The managers told him they would increase his salary if he would represent them in South America. He refused that.

Right: The managers told him they would increase his salary if he would represent them in South America. He refused the offer.

Faulty: A deep foundation is necessary when a house rests upon "made" soil, and this is why the floors of Barlow's cabin are warped.

Right: A deep foundation is necessary when a house rests upon "made" soil. The lack of such a foundation made the floors of Barlow's cabin warp.

Exception.—It cannot be maintained that a pronoun must *always* have one definite word for its antecedent. Many of the best English authors occasionally use a pronoun to refer to a clause. But the reference must always be clear.

Note.—Impersonal constructions must be used with caution. "It is raining" is correct, although *it* has no antecedent. We desire that the antecedent shall be vague, impersonal. But unnecessary use of the indefinite *it*, *you*, or *they* should be avoided.

Faulty: It says in our history that Columbus was an Italian.

Right: Our history says that Columbus was an Italian.

Not complimentary to the reader: You aren't hanged nowadays for stealing.

Right: No one is hanged nowadays for stealing.

Faulty: They are noted for their tact in France.

Right: The French are noted for their tact.

Exercise:

1. In the street car he had taken a seat, which rapidly became filled.

2. As they were leaving, the man tossed some coins on the grass. A few minutes later they disappeared over the edge of the mountain.
3. Every child has a tendency to use its imagination and its value in the future depends upon the training it receives when it is easily cultivated.
4. Your mother's hair was a pretty brown with a few gray ones mixed in. Her father had been a slave-owner; but after their emancipation, he was reduced to poverty.
5. The train was late. Usually it was on time, and this made the boys feel uneasy. When they arrived at the station, they found Ned waiting for them in his roadster, which he always did.

Dangling Participle or Gerund

The participial forms of a regular verb are indicated by the underscored words:

Active Voice

Present: Watching, he saw a light.

Perfect: Having watched until dawn, Falk was tired.

Passive Voice

Present: Being watched, the thieves could not escape.

Past: Watched closely, the prince became angry.

Perfect: The conspirators, having been watched, were found guilty.

Observe that in each instance the participle modifies a noun or a pronoun. A participle is a form of the verb used as an adjective.

21. A participle, being dependent, must refer to a noun or pronoun. The noun or pronoun should be within the sentence which contains the participle, and

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should be so conspicuous that the participle will be associated with it instantly and without confusion.

Wrong: Coming in on the train, the high school building is seen. [Is the building coming in? If not, who is?]

Right: Coming in on the train, one sees the high school building.

Faulty: Watched constantly, the chemist prevented the boiling of the mixture. [For a moment the reader thinks that the chemist is being watched.]

Right: Watched constantly, the mixture is prevented from boiling. [Or] Watching constantly, the chemist is able to prevent the mixture from boiling.

A sentence containing a dangling participle may be corrected (1) by giving the word to which the participle refers a conspicuous position in the sentence, or (2) by replacing the participial phrase with some other construction.

Wrong: Having taken our seats, the umpire announced the batteries.

Right: Having taken our seats, we heard the umpire announce the batteries. [Or] When we had taken our seats, the umpire announced the batteries.

Note that most errors occur when the participle precedes its antecedent. But sometimes a participle dangles even when placed near the end of a sentence, particularly in phrases expressing cause or result.

Wrong: The horse had only one good eye, caused by an encounter with a wire fence. [The *good eye* was not *caused* by the encounter.]

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Right: One eye of the horse was blind from an accident caused by an encounter with a wire fence.

Note.—When a gerund phrase implies the action of a special agent, indicate what the agent is. Otherwise the phrase will dangle. The method of correction is the same as that used for the dangling participle.

A gerund is in form a verb, but in use a noun. In form it cannot be distinguished from a participle; but it is sometimes the object, as a participle never is, of a preposition (*in, by, from*, or the like), and it is never an adjective in use, as the participle is never a noun. The use of the gerund is indicated by these sentences: "The remedy is *watching*"; "After *having* long *watched* through telescopes, we know many things about the moon"; "By *being watched* the conspiracy was thwarted"; "The child was made self-conscious through *having been watched*".

Dangling gerund: After thinking about it for a few minutes, his finger pressed the button. [Was the finger thinking?]

Right: After thinking about it for a few minutes, he pressed the button with his finger.

Faulty gerund: By following close behind the plow, the worms fall an easy prey to the robins. [The word to which the gerund refers, *robins*, should be made conspicuous in grammatical rank and position; that is, it should be the subject of the sentence, and should be placed near the gerund phrase.]

Right: By following close behind the plow, the robins easily catch the worms.

Faulty: The address was concluded by reciting a passage from Wordsworth.

Better: The speaker concluded his address by reciting a pas-

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sage from Wordsworth. [Or] The address was concluded by the recitation of a passage from Wordsworth.

Exercise:

1. Riding down to the canal to take a swim, my horse became frightened at a barge.
2. Having approached the house, a girl dressed as a witch met them at the door.
3. On taking the latch to pieces, it seemed very complicated.
4. The face should be well lathered before attempting to use the razor at all.
5. The locomotive jumped the track, dragging after it the express car and two passenger coaches, caused by a defective rail.

Other Dangling Elements

22. A dependent clause, phrase, or word should not dangle or seem to refer to the wrong noun or pronoun. The noun or pronoun with which the element is properly related should be given (1) clear expression, (2) conspicuous grammatical rank, and (3) a position sufficiently near for the relationship to be perceived at once.

Dangling elliptical clause: My shoestring always breaks when hurrying to the office at eight o'clock.

Better: My shoestring always breaks when I am hurrying to the office at eight o'clock.

Dangling infinitive phrase: To be certain of a good posture, the chest should be forward and the stomach back.

Better: To be certain of a good posture, one should hold the chest forward and the stomach back.

Dangling prepositional phrase: At the age of nine, my parent, moved to New York.

Better: At the age of nine, I moved with my parents to

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New York. [Or] When I was nine years old, my parents moved to New York.

Dangling adverb: Personally, detective stories are not interesting.

Better: Personally, I am not interested in detective stories.

Exercise:

1. In childhood, the dog was a constant companion.
2. I failed to snap the check rein on one of the horses, and while oiling my disc, he worked off his bridle.
3. To reduce its weight, the engine is a mere skeleton built of the lightest and strongest materials.
4. It seems to me that this queer costume, if not well acquainted with the old man, would give you a false impression of him.
5. While listening to both the phonograph record and the clerk's whistling, the discord reminds me of a badly tuned steam calliope which travels with the circus.

COHERENCE

The verb *cohere* means to stick or hold firmly together. And the noun *coherence* as applied to writing means a close and natural sequence of parts. Order is essential to clearness.

General Incoherence

23. Every part of a sentence must have a clear and natural connection with the adjoining part. Like or related parts should normally be placed together.

Bring related ideas together: Little Helen stood beside the horse wearing white stockings and slippers.

Right: Little Helen, in white stockings and slippers, stood beside the horse.

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Keep unlike ideas apart: The colors of purple and green are pleasing to the eye as found in the thistle.

Right: The purple and green colors of the thistle are pleasing.

Distribute unrelated modifiers, instead of bunching them: I found a heap of snow on my bed in the morning which had drifted in through the window. [Subject verb—object—place—time—explanation.]

Right: In the morning I found on my bed a heap of snow which had drifted in through the window. [Time—subject verb—place—object—explanation.]

Bring related modifiers together: When he has prepared his lessons, he will come, as soon as he can put on his old clothes. [Condition—main clause—condition.]

Right: When he has prepared his lessons and put on his old clothes, he will come. [Condition and condition—main clause.]

Exercise:

1. Buffalo has at its disposal an inexhaustible supply of hydro-electric power, coming from Niagara Falls which is almost indispensable to manufacturing.
2. He shares all the apples, peaches, and watermelons which he has stolen from some nearby orchard with me equally.
3. His father sat musing and smoking in front of the fire with his feet perched upon a footstool, clothed in a yellow smoking jacket.
4. Antony himself did not see the mistakes he had made in most cases until it was too late.
5. If the car is in good working order you can go anywhere in it safely if you use care in driving.

Logical Sequence

24. Place first in the sentence the idea which naturally comes first in thought or in the order of time. Do not begin one idea, abandon it for a second, and

then return to the first. Complete one idea at a time.

Faulty: We went to the station from the house after bidding all goodbye.

Right: We said goodbye to all, and went from the house to the station.

Faulty: Once, while hunting, the king was caught in a rain storm. He gave two old peasants who lived in a windmill rings and fine clothing, and made them very rich. These people did him a kindness, offering him shelter and warm food, when he took refuge there from the storm, in order to escape a drenching.

Right: Once, while hunting, the king was caught in a rain storm. In order to escape a drenching he took refuge in a windmill. The two old peasants who lived there were kind, offering him shelter and warm food. Whereupon the king gave them rings and fine clothing, and made them very rich.

Exercise:

1. In the Orient millions of sandals are sold, used, and made.
2. The man who had been murdered stood at the river's edge, and the murderer crept up behind him.
3. The plants began to pop up from the ground, although the seeds were very old and dry-looking when I planted them, a few days before.
4. We started out to spend the afternoon in the woods. We ate our lunch first so that we would not have packages to carry.
5. The motor truck has become a competitor of the railroad in hauling freight. I think that the owners of trucks pay too small a share of the cost of paving and maintaining roads. The trucks are so heavy that they wear out the roads, yet the public bears the greater part of the expense for repairs. The truck owners have become so successful in competition that they have earned great sums of money.

Ambiguous Coördination

25. Do not permit coördination to lead toward ambiguity.

Faulty: She looked up as he approached and smoothed her hair. [The writer begins a main clause, changes to a subordinate clause, and then attempts to add more to the main clause. Unfortunately the last two verbs appear to be coördinate.]

Right: She looked up and smoothed her hair as he approached. [Or] As he approached she looked up, and smoothed her hair.

Faulty: Her name was Helen and a blonde. [*Blonde* appears to refer to *name*; the two words which cause confusion should be separated.]

Right: His wife's name was Helen. She was a blonde. [Or] His wife, whose name was Helen, was a blonde.

Exercise:

1. He rejoiced while the girl wept and smiled.
2. Frances had beauty and wealth was unnecessary.
3. His business was successful and of only middle age.
4. The remedy was tried, when the noise continued, and in vain,
5. Hugging close to the trunk of the tree, I heard drops of rain pattering down from one limb to another and finally reaching me.

Squinting Modifier

26. Avoid the squinting construction. That is, do not place between two parts of a sentence a modifier that may attach itself to either. Place the modifier where it cannot be misunderstood.

Confusing: I told him when the time came I would do it.
 [*When the time came* is said to "squint" because the reader cannot tell whether it looks forward to the end of the sentence, or backward to the beginning.]

Right: When the time came, I told him I would do it. [Or] I told him I would do it when the time came.

Confusing: Some friends I knew would enjoy the play. [*I knew squints.*]

Right: Some friends would enjoy the play, I knew.

Confusing: The orator whom every one was calling for enthusiastically hurried to the platform. [*Enthusiastically squints.*]

Clear: The orator whom every one was enthusiastically calling for hurried to the platform.

Exercise:

1. The police while he was dressing loudly battered at the door.
2. The bleak ridge which holds the remains of the outlaw from that time on has been known as Dead Man.
3. I remember a girl who starting her freshman year at every opportunity would sell magazine subscriptions.
4. Thoreau said when he was thirty years old he had never received a good piece of advice from his elders or anybody.
5. It is important that the athlete keep up his exercise because if stopped for several days the body becomes stiff and sore.

Misplaced Word

- 27.** Such an adverb as *only*, *ever*, *almost*, should be placed near the word it modifies, and separated from words which it might falsely seem to modify. Such a conjunction as *nevertheless*, if required with a clause, should usually be placed near the beginning.

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Illogical: I only need a few dollars.

Right: I need only a few dollars.

Illogical: I don't ever intend to go there again.

Right: I don't intend ever to go there again. [Or] I intend never to go there again.

Illogical: She has the sweetest voice I nearly ever heard.

Right: She has nearly [or *almost*] the sweetest voice I ever heard.

Tardy use of conjunction: I intend to try. I do not expect to accomplish much, however.

Right: I intend to try. I do not, however, expect to accomplish much.

Exercise:

1. Building a camp fire is an easy process if only people knew how.
2. A faint moaning sound was also heard.
3. Burwell, who had not slept for three days, soon went to sleep after the stage started.
4. A snake, that is a rattlesnake, can only jump as far as he is long. He almost rises straight up on his tail, and then merely falls.
5. The store will barely hold three customers at a time; when the train is due, and the mail arrives, a dozen persons crowd in, however.

Split Construction

- 28.** Elements that have a close grammatical connection should not be separated awkwardly or carelessly. These elements are: (a) subject and verb, or verb and object; (b) the parts of a compound verb; and (c) the parts of an infinitive.

Awkward: One in the struggle for efficiency should not become a machine.

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Better: In the struggle for efficiency one should not become a machine.

Awkward: What use of an education could a girl who married a penniless rogue and afterwards knew nothing but hard labor, make?

Better: What use of an education could a girl make who married a penniless rogue and afterward knew nothing but hard labor?

Crude: He was unable to even so much as stir a foot.

Better: He was unable even to stir a foot.

Note.—It is often desirable to separate the forms enumerated under (a) and (b) above, either for emphasis (See 40) or to avoid a bunching of modifiers at the end of a sentence (See 23). The whole point of rule 28 is not to depart from a natural order needlessly.

Exercise:

1. His associates must think, even though courtesy prevents their saying much every time he does this, badly of him.
2. The streets were, covered with ice and sleet, very dangerous.
3. After passing the examination I was assigned to a company, and a barrack, this being Company K, and Barrack Three.
4. People often wonder how the experience of being in a golf-match with your inferior who is about to defeat you feels.
5. The grip on the racquet so as to not allow the handle to turn should be very firm.

EXERCISE IN CLEARNESS OF THOUGHT

A. Reference of Pronouns

In the following sentences make the reference of pronouns exact and unmistakable.

1. Many were killed in an old blacksmith shop that had run there for protection.

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2. We were on our way to Cairo, but this would take us several days.
3. I developed the cheap novel mania, but there was nothing in them worth remembering.
4. I received the pearls yesterday by registered mail which I left in your store on the eleventh of November.
5. The children know that their mothers are kind to them when they are obedient to them.
6. Only a few of his teeth remain, which makes one think of a small child.
7. The people began their mad celebration at midnight which continued throughout the next day.
8. In order to strengthen their bodies, the Y. M. C. A. buildings have well-equipped gymnasiums and swimming tanks.
9. "Get away from there, you young rascal!" shouted the grocery-man as he came around the corner from delivering his wares at Bill Jones's house, who was called the worst boy in town.
10. Stevenson found out after editing a paper that that was not the kind of a writer he should be.
11. He told me what a long hard road my profession would be to travel, and that if I am to travel it, it must have an education behind it.
12. Perhaps some of his ancestors were of the nobility; but it is certain that Mike displays none of these qualities.
13. Among our prominent men up to Lincoln's time, excepting Franklin, he may really be called our first typical American.
14. He was in New York engaged as a recruiting officer and when the general called for volunteers to go into the camp of the enemy to obtain information that he desired he volunteered and won his respect.
15. The greatest achievement in radiophones has been recently attained. This is sending the voice across the ocean. This was accomplished by the invention of new power tubes.

B. Dangling Modifiers

Correct dangling elements in the following sentences:

1. Climbing to the summit of this hill, four counties could be seen at one time.
2. Having put on old clothes, the furnace was thoroughly overhauled.
3. It is true that under six years of age little can be taught in the way of arithmetic.
4. On eating this gooseberry pie, his frown grew deeper.
5. Only one house remained standing in the village, caused by a disastrous fire.
6. The eight o'clock whistle blew while half way down the stair.
7. After reaching the other side in a boat, a pair of horses is used to drag the heavy seine across the lake.
8. Upon first arrival the stranger's eye is directed to the big stone high school.
9. Having arrived in Detroit, my business with the Federal Board was very quickly executed.
10. Reaching into the apple barrel, the dog was found there.
11. Having run away so many times before and having smashed several buggies, the locomotive was a terrible object to the little mare.
12. Coming into the dining room, a huge stove almost blocked the aisle.
13. This phonograph stops itself, and by pushing a button on the side it winds itself by electricity.
14. Riding several hours, the summit of the trail was reached on horseback.
15. After wandering aimlessly about for a while, an upper-classman, seeing my perplexity, picked me up and assisted me in finding a room for the night.

C. Coherence

Secure a clear, smooth, natural order for the following sentences.

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1. It has the best hotel west of Minneapolis in the state.
2. The mother prayed that he would get well earnestly and vehemently.
3. The girl sitting on the porch with the white sweater on is the one from Kansas City.
4. Meredith's style is one that is sometimes difficult to understand for the ordinary reader.
5. I ran to each place as a noise came from them in turn one after the other.
6. They are beneficial to students and also to the residents of Concord in many ways.
7. The variation in the water level between high and low tides is several feet in many places.
8. I played on the first team for four years which toured the state as champions.
9. This house was said to have the ghost of a man and his sweetheart whom he had murdered haunting it.
10. He gave to another instructor the charge of the assembly room in order to meet the visitor.
11. After about three hours of fussing with the car, that seemed like ages, he finally got it to run.
12. Two years ago, about September, two ex-soldiers went on a bear hunt, taking, since he had been the mascot of their company, their dog with them.
13. Some complain that if they only had time, they could be better educated men and women if they only had good books at hand which they might read.
14. He watched cookies bake in an electric oven, carpets become fresh and clean with a vacuum cleaner, the workings of a washing machine and an ice cream freezer with enthusiasm.
15. I don't think Burroughs emphasizes the idea of the benefits gained from walking very much. If he had brought more strongly out this idea he would possibly have more influence upon the readers of this essay.

PARALLEL STRUCTURE

When the structure of a sentence is simple and uniform, the important words strike the eye at once. Compare the following:

Parallel: Beggars must not be choosers.

Confusing: Beggars must not be the ones who choose.

A reader gives attention partly to the structure of a sentence, and partly to the thought. The less we puzzle him with our structure, the more we shall impress him with our thought.

Parallel: Seeing is believing. [Attention goes to the *thought*.]

Confusing: Seeing is to believe. [Attention is diverted to *structure*.]

The reader's expectation is that uniform structure shall accompany uniform ideas, and that a departure from uniformity shall indicate a change of thought.

Parallel Structure for Parallel Thoughts

30. Give parallel structure to those parts of a sentence which are parallel in thought. Do not needlessly interchange an infinitive with a participle, a phrase with a clause, a single word with a phrase or clause, a main clause with a dependent clause, one voice or mode of the verb with another, etc.

Faulty: Riding is sometimes better exercise than to walk.
 Right: Riding is sometimes better exercise than walking.

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[Or] To ride is sometimes better exercise than to walk.

Faulty: Frazier had two desires, of which the first was for money; in the second place, he wanted fame.

Right: Frazier had two desires, of which the first was for money and the second for fame. [Or] Frazier had two desires: in the first place, he wanted money; in the second, fame.

Faulty: His rival handled cigars of better quality and having a higher selling price.

Right: His rival handled cigars of better quality and higher price.

Faulty: When you have mastered the operation of shifting gears, and after a little practice, you will be a good driver.

Right: When you have mastered the operation of shifting gears, and had a little practice, you will be a good driver.

[Or] After you master the gears and have a little practice, you will be a good driver.

Faulty: These are the duties of the president of a literary society:

- (a) To preside at regular meetings,
- (b) He calls special meetings,
- (c) Appointment of committees.

Right: These are the duties of the president of a literary society:

- (a) To preside at regular meetings,
- (b) To call special meetings,
- (c) To appoint committees.

Faulty: She was actively connected with the club, church, and with several organized charities. [Here parallelism is obscured by the omission from the second phrase of both the preposition and the article.]

Right: She was actively connected with the club, with the church, and with several organized charities.

Faulty: He was red-faced, awkward, and had a disposition to

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eat everything on the table. [The third element is like the others in thought, and should have similar form.]

Right: He had a red face, an awkward manner, and a disposition to eat everything on the table. [Or] He was red-faced, awkward, and voracious.

Note.—Strict parallelism in structure is not invariably required; the nature of the corresponding elements may be such as to justify a departure from precise similarity of form.

Right: He walked slowly and with a limp. You may answer either orally or in writing. We shall die ashore, aboard ship, or wherever the heavens decree. In the party were a Congressman, a justice of the Supreme Court, and a man whom I did not know. We arrived very dirty and covered with mosquito bites. [A word is joined with a phrase or a clause, or an adjective is joined with a participle; but the corresponding elements are grammatical equivalents.]

Right: Boggs started up and was silenced. Chafing but restrained by prudence, he made no reply to their taunts. [One of the corresponding elements is active, the other passive; the two are slightly different in function.]

Right: In the procession were the ambassador from Great Britain, the ambassador from France, and since our government has withheld recognition, an unofficial representative of the United States. [One of the corresponding elements contains an idea for which there is no parallel in the others.]

Right: He said he was extremely weary, and that he had come a long way through the desert. When the sun is near the zenith, it looks comparatively small; when near the horizon, comparatively large. [From one of the corresponding elements a word or a group of words is omitted.]

Exercise:

1. The operator began striking the key, and to call the dispatcher with energy.

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2. There are several set rules to be followed by the basketball player who wishes to keep in good condition: no smoking, good diet, and sleep long enough.
3. Bertram did things more on the impulse of the moment than to consider the results of what he was going to do.
4. I picture her as pretty, not too small nor large, beautiful hair, a lovely voice, and rippling laughter.
5. After we had stayed in Cape Town long enough to get directions for our trip and had seen the town, we started across country, sometimes using horses, canoes, and for the greater part walking.

Misleading Parallelism

- 31. Avoid misleading parallelism. Especially avoid a series of elements which appear to modify a common term, but do not.**

Confusing: He was admired for his knowledge of science, and for his taste for art, and for this I too honor him. [The last *for* gives a false parallelism to unlike thoughts.]

Better: He was admired for his scientific knowledge and for his artistic taste. I honor him for both these qualities.

Faulty: The program is given at two o'clock, and at four o'clock, and at six o'clock the doors are closed.

Better: The program is given at two o'clock, and at four o'clock, but at six o'clock the doors are closed.

Exercise:

1. The plumber was liked because of his skilful workmanship, and because of his friendly manner, and because of his steep bills we hated him.
2. He ran swiftly, easily, and obviously was not tired.
3. The marks of punctuation correctly used after the salutation of a letter include the comma, the colon, the semi-colon being incorrect.

4. The room was furnished in blue and rose, and red was used sparingly if at all.
5. Since it was storming, she had to go by trolley, or motor car, or remain at home.

Correlatives

Conjunctions that are used in pairs are called correlatives; for example, *both . . . and . . .*, *either . . . or . . .*, *neither . . . nor . . .*, *not . . . or . . .*, *whether . . . or . . .*, *not only . . . but also . . .*, *not only . . . but . . .*

- 32.** Correlatives should usually be followed by elements parallel in form; if a predicate follows one, a predicate should follow the other; if a prepositional phrase follows one, a prepositional phrase should follow the other; and so on.

Faulty: He was not only courteous to rich customers but also to poor ones. [Here the phrases intended to be balanced against each other are *to rich customers* and *to poor ones*. As the sentence stands, it is the word *courteous* that is balanced against *to poor ones*.]

Right: He was courteous not only to rich customers but also to poor ones.

Faulty: The opossum was undecided whether to play dead or he thought it might be safer to dash for the tree.

Right: The opossum was undecided whether to play dead or to dash for the tree. [Or] The opossum was undecided whether to play dead or, as might be safer, to dash for the tree.

Faulty: I talked both with Brown and Miller. [Here one conjunction is followed by a preposition and the other by a noun.]

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Right: I talked with both Brown and Miller. [Or] I talked both with Brown and with Miller.

Exercise :

1. The trial not only made me sympathize with the prisoner, but also with the class of people he came from.
2. "Plumbing up" consists both in making the course of bricks level in a horizontal way, and in a vertical way.
3. He wanted either legal success or to hold political office.
4. Carlyle refers to Burns as being enshrined, not in a marble mausoleum, but as being enshrined in the hearts of men.
5. He could not make up his mind whether to leave the theater at once or he might wait for the next act.

CONSISTENCY

Shift in Subject or Voice

3. Do not needlessly shift the subject or voice. Keep one point of view, until there is a reason for changing.

Faulty: Mark Twain was born in the West, but the East was his home in later years. [The change of subject is uncalled for.]

Right: Mark Twain was born in the West, but lived in the East in his later years. [Or] The West was the birthplace of Mark Twain, and the East was his home in his later years.

Faulty: A careful driver can go fifteen miles on a gallon of gasoline, and at the same time very little lubricating oil is used. [The shift from active to passive voice is awkward and confusing.]

Right: A careful driver can go fifteen miles on a gallon of gasoline, and at the same time use very little lubricating oil.

Faulty: When a problem in chemistry is given, or when we

wish to calculate certain formulas, we find that a knowledge of mathematics is indispensable.

Right: When a problem in chemistry is given, or when certain formulas are to be calculated, a knowledge of mathematics is indispensable. [Or] When we face a problem in chemistry, or wish to calculate certain formulas, we find that a knowledge of mathematics is indispensable.

Faulty: As you stand on the sandstone cliffs, a small valley lies below them.

Better: As you stand on the sandstone cliffs, you look down upon a small valley. [Or] Below the sandstone cliffs lies a small valley.

Faulty: The farmers had their cattle in good condition, but brought a poor price in the market.

Right: The farmers had their cattle in good condition, but received for them a poor price in the market. [Or] The cattle were in good condition, but brought a poor price in the market.

Exercise:

1. She had walked up and down the room until a path could be seen in the rug.
2. My English work is hard, but they are harder in Spanish.
3. Clearly there were fur-bearing animals about, and hoped for a successful season of trapping.
4. The reason the wayfarers stopped was not to discuss their dogs, but before their eyes was a grewsome picture.
5. To stop, you must push the clutch at least half way in and push the footbrake down. The gear-shift lever is then set at neutral, and you pull back the hand brake.

Shift in Number, Person, or Tense

34. Avoid an inconsistent change in number, person, or tense.

Faulty change in number: One should save their money.

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Right: People should save their money. [Or] A man should save his money.

Faulty change in number: Take your umbrella with you. They will be needed today.

Right: Take your umbrella with you. You will need it today.

Faulty change in person: Place the seeds in water, and in a few days a person can see that they have started to grow.

Right: Place the seeds in water, and in a few days you will see that they have started to grow.

Faulty change in tense: Freedom means that a man may conduct his affairs as he pleases so long as he did not injure anybody else.

Right: Freedom means that a man may conduct his affairs as he pleases so long as he does not injure anybody else.

Faulty change in tense: When he heard the news, he hurries down town and buys a paper.

Right: When he heard the news, he hurried down town and bought a paper.

Note—A change of tense within a sentence is desirable and necessary in certain instances, for which see 55.

Sometimes, for the sake of vividness, past events are described in the present tense, as if they were taking place before our eyes. This usage is called the *historical present*. A shift to the historical present should not be made abruptly, or frequently, or for any subject except an important crisis.

Exercise:

1. I want real friends—friends who will stand by you.
2. Setting out on foot, we find several tunnels of an old deserted mine and ate our lunch there.
3. Traps should be freed of all scent of the human body or the wolf will not go near it.

4. It was just at noon and every Arab was kneeling to the East, praying to Allah, their God.
5. At the end of the second lap, the horses begin to string out. A jet black horse is leading by about a length and a half. My choice seemed to be losing; she is only fifth as the horses come around for the third time. There was only one more round in which to win. What will the outcome be?

Mixed Constructions

35. Do not make a compromise between two constructions.

Faulty: I cannot help but go.

Right: I cannot help going. [Or] I cannot but go. [Or] I can but go.

Faulty: They are as following:

Right: They are as follows: [Or] They are the following:

Faulty: He tried, but of no avail.

Right: He tried, but to no avail. [Or] He tried, but his effort was of no avail.

Faulty: There is no honor to be on this committee.

Right: It is no honor to be on this committee. [Or] There is no honor in being on this committee.

Faulty: Sparks from the chimney caught the house on fire.

Right: Sparks from the chimney set the house on fire. [Or] The house caught fire from the sparks from the chimney.

Faulty: At the head of the stair was a turned-up edge of carpet, on which Briscoe stumbled over.

Right: At the head of the stair was a turned-up edge of carpet, on which Briscoe stumbled. [Or] At the head of the stair was a turned-up edge of carpet, which Briscoe stumbled over.

Exercise:

1. There were several chapters which I had to read and give a report on them.

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2. It is within himself that the remedy must depend.
3. Jane forgot to buy the pattern. She was worried about not getting the ribbon matched made her forget, I think.
4. Despite of the fact that they hustled along too swiftly to my taste, I could not help but notice the vast and solemn walls.
5. I went to see the game between Yale versus Harvard. Bad luck began to turn against our team, and we failed to make the touchdown.

USE OF CONNECTIVES

The Exact Connective

36. Use a connective which expresses the exact relation between two clauses. Distinguish between time and cause, concession and condition, etc. Do not overwork *and*, *so*, or *while*. Do not use *like* or *without* as a conjunction.

Faulty: The wonderful one-hoss shay went to pieces all at once, *like* a bubble bursts. [Use *as*.]

Misleading: *While* he is sick, he is able to walk. [Use *though*.]

Misleading: Miss Brown sang, *while* her sister spoke a piece. [Use *but*.]

Faulty: Work hard *when* you want to succeed. [Use *if*.]

Faulty: They will be sorry *without* they do this. [Use *unless*.]

Faulty: Little poetry is read, *only* at times when it is compulsory. [Use *except*.]

Faulty: The early morning and evening are the best times to find ducks, *and* we did not see many flying. [Use *and for that reason*.]

Faulty: Corbin says: "In America sportsmanship is almost a passion," *and* in England "the player very seldom forgets

that he is a man first and an athlete afterward". [Use *whereas*.]

Abuse of *so* as a vague coördinating connective: So I went to call on Mrs. Woods, and so she told me about Mrs. White's new gown; so then I missed the car, and so of course our supper is late. [Strike out every *so*.]

Exercise:

1. The baby was acting like it has colic.
2. Sometime in the life of a man there is a period that he is absorbed in some fascinating work.
3. The insulating material had worn off so the wire set the wood blazing.
4. A collie is more intelligent than a hound, only that the hound has a better sense of direction.
5. That man rides in a Ford when he has money enough to buy a Rolls-Royce. You couldn't tell but what he was a bricklayer.

Connective to Be Repeated

37. Connectives that accompany a parallel series should be repeated when clearness requires.

Preposition to be repeated: He was regarded as a hero by all who had known him at school, and especially his old school mates.

Right: He was regarded as a hero *by* all who had known him at school, and especially *by* his old school mates.

Sign of the infinitive to be repeated: He wishes to join with those who love freedom and justice, and end needless suffering.

Right: He wishes *to* join with those who love freedom and justice, and *to* end needless suffering.

Conjunction to be repeated: He explained that the strikers asked only a fair hearing, since their contentions were misunderstood; were by no means in favor of the violent meas-

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ures to which the public had grown accustomed; and had no desire to resort to bloodshed and the destruction of property.

Right: He explained *that* the strikers asked only a fair hearing, since their contentions were misunderstood; *that* they were by no means in favor of the violent measures to which the public had grown accustomed; and *that* they had no desire to resort to bloodshed and the destruction of property.

Same conjunction to be retained: Did you ever feel so tired and good for nothing that it was torture to move, when you could hardly open your eyes in the morning, and when you longed to lie in the shade on the grassy bank of a stream? The feeling is spring fever. [In the second and third of the dependent clauses repeat *that* instead of using *when*.]

Note.—Words other than formal connectives, especially pronouns and auxiliary verbs, must sometimes be repeated for the sake of clearness.

Pronoun to be repeated: There is the miner who has grown well to do because wages have been raised on account of the strike and does not know how to spend his money intelligently. [Repeat *who* before *does*.]

Auxiliary to be repeated: With his dignified but unassuming manner he can appear in public gatherings with perfect ease and charm every one present. [Repeat *can* before *charm*.]

Exercise:

1. The old theory of the flatness of the earth and the earth's being the center of the universe was proved false.
2. After I had asked the clerk whether he had some other gloves to show me, and had tried many pairs on, I found that they were all too expensive.
3. The ultimate success or failure of many ventures depends more upon the preparation for them than the actual work of doing them.
4. The pitcher succeeded in keeping them from scoring and winning his own game.

5. The automobile has come not as a style or fashion that will vanish within a few years, but something that will always remain a faithful servant to man.

The Tandem Construction and the *But* Habit

- 38.** Do not through repeating a connective establish a series of subordinations or of reversals in thought. Such a series complicates the thought needlessly.

Complicated repetition of *that*: He gave a quarter to the boy that brought the paper that printed the news that the war was ended. [*That, which, and who* are often used carelessly to form a chain of subordinate clauses.]

Right: He gave the boy a quarter for bringing him the paper with the news that the war was ended.

Complicated repetition of *of*: The East Side Civics Club is an organization of helpers of the helpless of the lower classes of the city.

Right: The East Side Civics Club is organized to help the helpless poor of the city.

Complicated repetition of *for*: The general was dismayed, for he had not expected resistance, for he had thought the power of the enemy was shattered.

Right: The general was dismayed; he had not expected resistance, for he had thought the power of the enemy was shattered.

Complicated repetition of *but*: He was undoubtedly a brave man, but now he was somewhat alarmed, but he would not turn back. [The course of the thought is too often reversed.]

Right: He was undoubtedly a brave man; though now somewhat alarmed, he would not turn back. [Or] He was undoubtedly a brave man. He was now somewhat alarmed, but he would not turn back.

Confusing: It is easier to punish a child for a misdeed than

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to explain and argue. *But* the gentler method is better. *Yet* we all admit that the birch must be used sometimes. *However*, if it is used only for serious transgressions, the child will have a sense of proportion regarding what offenses are grave. *But* for ordinary small misdemeanors I think we need a new motto: Spoil the rod and spare the child. [There are two main ideas: to punish, and not to punish. The writer shifts too often from one to the other. He should say all he wishes to say about the first; then use the adversative *but*, and proceed to a discussion of the second.]

Right: It is easier to punish a child for a misdeed than to explain and argue. And of course we all admit that the birch must be used sometimes. *But* if it is used only for serious transgressions, the child will have a sense of proportion regarding what offenses are grave. For ordinary small misdemeanors I think we need a new motto: Spoil the rod and spare the child.

Note.—Do not carelessly use *that* twice as the introductory word to a single subordinate clause.

Wrong: I think that if I played golf, that I should find greater pleasure playing it in the spring than in other seasons.

Right: I think that if I played golf, I should find greater pleasure playing it in the spring than in other seasons.

[Or] I think, if I played golf, that I should find greater pleasure playing it in the spring than in other seasons.

Exercise:

1. There were many peculiar things on the beach, such as odd shells and queer fish, such as starfish and such.
2. Fred explained how in order to make the top spin just how I must wind the string.
3. We wondered what was the matter with them because they should have arrived before us because they had only a short distance to go.

4. The queen bee mates with a drone, which is the proverbial idle bee which is thrown out when winter comes.
5. We set out hopefully, but soon it clouded up and began to rain. We kept on, however, in the belief that the rain would cease, but it grew worse and worse.

39. EXERCISE IN CLEARNESS OF THOUGHT

A. Parallel Structure

Give parallel structure to elements which are parallel in thought.

1. The trip to the Indian village was one that was both interesting and one that had much excitement in it.
2. He wonders whether they are applauding his speech or because his speech is ended.
3. He is light complexioned, has dark hair, blue eyes, and heavy set.
4. I told the girl to sit quietly in the saddle, make no noise with her lips, and that one hand on the reins was sufficient.
5. In my opinion, the vacation of most enjoyment and most beneficial is one spent out of doors.
6. In the laboratory he learns to tackle the most difficult problems, rather than merely absorbing information which is easy.
7. The first step in making a bean hole or out-of-doors fireless cooker is to heat a number of large stones, or if there is plenty of wood in the vicinity, the wood should be burnt until a large quantity of hot ashes has accumulated.
8. We were told how pretty a place this town was and that the climate and water were exceptionally good.
9. Joseph arranged with the people that one-fifth of the yield should be Pharaoh's, and the other four parts for themselves.

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10. American soil differs from Japanese in that soil which was formed by glacial action produces wheat, while rice is produced on soil which volcanic action formed.
11. A player just before the big game of the year learns more in a few minutes than months have done for him at other times.
12. Some aspects of Napoleon are these: Napoleon the military genius, the worker of disasters, the builder of empires, the destroyer of governments, and the Napoleon of St. Helena.
13. The color of the outer portion of the sweet potato is a dark yellowish brown, while the inner part is somewhat lighter.
14. They are very savage and in dense ignorance, but they are being taught clean habits and the manners of civilized life by white missionaries.
15. Upon the editor rests the responsibility of judging what does and what does not constitute the daily news; which items, through lack of general appeal, should be condensed in space; what matter is of sufficient importance to justify front-page place or streamer heads; the smothering of libelous, derogatory, or detrimental matter; and the working up of features for future use.

B. Parallel Structure

Give parallel structure to elements which are parallel in thought.

1. Obstinacy is the state of being either stubborn or of perseverance.
2. He has no careless habits such as smoking and profane language.
3. I predict murder, or at least he will be nothing less than a thief.
4. Mr. Smith is forty years old, rather tall, and weighing one hundred and sixty pounds.
5. The daily newspapers and magazines are sent to his home

for his amusement and also to keep him informed of the events of the world.

6. I have had varied ambitions: to be a newspaper reporter, a rancher, actor, shoemaker, interior decorator, and a policeman.
7. After many years in this school, the blind boy learned to read and write, and also music, and a little knowledge of the carpenter's trade, by means of a cultivated sense of touch.
8. We expected every moment an attack from some wild animal or to fall from some dizzy height.
9. Wanted: a mule, weight 1500 to 2000 pounds, young, good habits, and should be fourteen hands high.
10. Perhaps through the comfort of my bed, or due to the stillness, I had fallen asleep.
11. The average person's body is neither physically perfect or a physical wreck.
12. A remarkable thing about this collision was that neither horse was hurt, and to think that only a truck wheel of the binder was smashed.
13. One of the bedrooms had its walls done in blue, the other room was gray, while the walls of the hall were in tan.
14. This playroom apparatus was very enjoyable to children and at the same time it was all for the purpose of physical development.
15. There were some tiny streams dancing along, the birds singing, the insects humming, and the whole world was throbbing with joy.

C. Shift in Subject or Voice

Rewrite the following sentences, avoiding unnecessary shift in construction.

1. Suddenly we saw the big boat in the bend of the river, and the chugging of the engine could be heard.
2. The squirrel would take anything I offered him, but nuts were much preferred.

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3. Does not this town need better schools? They do and it should be done.
4. He had to take down speeches word for word, and of course shorthand was used by him.
5. She had large eyes fringed with dark lashes, and you noticed her pearly white teeth.
6. Most of the American poets have come from the East, but the West is now doing its share.
7. The players in the orange sweaters were confident of winning, and as they cast glances at our team, sneers passed over the faces of the enemy.
8. Lorry being new to storekeeping, many problems faced him on his first day.
9. The floor of the box-car is made from planks six inches wide and two inches thick, and they are laid crosswise with the car.
10. Although she has no child, Romeo, her cat, takes the place of one, and also has many chickens.
11. The material used in the building of the house is stone and concrete, and we thought that a rather cold and uninviting appearance resulted from its use.
12. The bank will lend you the money for a definite time, and a renewal may afterward be secured by you.
13. We went many miles out of our way, and not until late that night was the ranch finally reached.
14. The student should give an allotted time each day to every study, and also to each task should be assigned a regular hour.
15. The first experiment which was used with Betty, the orang-outang, was the table experiment. A table was fastened to the outside of the cage, and food was placed upon it. They also placed a chair inside the cage.

D. Shift in Number, Person, or Tense

Rewrite the following sentences, removing all inconsistency in grammatical form.

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1. Each section of the country has some expressions purely their own.
2. Nothing causes a person more trouble than a dog, especially if you live in a town or city.
3. It is usually an old animal that attacks a person, because they are no longer able to kill their former prey.
4. The average person knows very little of the Indian from reading their legends.
5. Shylock is of the ungenerous type, while Antonio was lavish in helping his friends.
6. A child of this type must be entertained. In time their life becomes a constant demand to be amused.
7. If there is a person now living who has not read about Tom Sawyer and his partner Huck Finn, I pity them; they have missed much indeed.
8. Now Rover lived in a little dogkennel in the stableyard. He loves his house and master and eagerly learns the tricks taught him.
9. In this age no one could carry on a business unless they advertise.
10. At the cafeteria people have their choice of food, while at a boarding house you have to take what they give you.
11. Twice he had been suspended from school, and each time his father comes to the rescue.
12. The *Literary Digest* contains cartoons which are not only funny but it makes it easier for the reader to understand.
13. When she opened the door that they all might set forth together, the returned prodigal has disappeared.
14. After the big show, I always strolled into the menagerie tent. But when one stands around and listens to the jokes and sees the coarseness of these men, it makes me glad that I had a home to go back to.
15. The water of the Great Salt Lake is so heavy with brine that a person cannot sink in it. They are buoyed up, but the swimmer's feet had a tendency to come to the top and my head wanted to go down.

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E. Mixed Constructions

Rewrite the following sentences, avoiding mixed idioms or mixed constructions.

1. One could talk with a girl long enough so that he actually knew her.
2. At last he hears the sickening thud of the two vehicles strike.
3. *Life* is a magazine that rests the mind to read it.
4. In regards to Jethro, he is a man of about six feet in height.
5. Because of the development of aircraft perhaps renders the world's navies obsolete.
6. The farmer likes to see the sun shine because it is beneficial to his crop from which he will in due time obtain pecuniary profit from it.
7. Let me say again that we regret our impossibility to fill your order.
8. They had hardly seated themselves until the fruit vender came through.
9. Only can he be a leader is through understanding human nature.
10. The railroad was through the older and poorer part of the town.
11. Because Dad was once a boy, he never objected for me to go fishing.
12. They also were compelled to protect themselves from the wild beasts that roamed among the forests near their homes.
13. She was the type that would rather walk as risk her welfare by riding in an automobile.
14. He would pretend he was in a hotel thus compare how much better his open air hotel was than the one in the city.
15. Despite of the fact that I was now penniless, I could not help but think with pleasure of my past experiences among strange environments.

F. The Exact Connective

Rewrite the following sentences, using the connectives which indicate the precise relationship between the thoughts expressed.

1. Just as my father, I take pride in getting to the train in good time.
2. I want to do what is right, just like you do.
3. I have explained the Sun Dance as best I could, and the only way to get a good idea of the dance is to see it.
4. While early man thought more of his son than of his wife, modern man appreciates his wife equally with his son.
5. These intrushes of water are high tides, while between them the tides are low.
6. The popping-pressure of a safety valve is adjusted by screwing a nut, thus controlling the tension of a spring.
7. I was careful on the way to the creek, that some one too eager to spread news might see me.
8. The woodpecker would have a hard time making his living without he had a bill.
9. I went to my room and tried to think if I remembered the man, but with no result.
10. Of course *The Gold Hunters* is classed as a novel, having a beginning, a climax, and a conclusion.
11. I had been informed beforehand just where to go and how to find the beads, and so did not have any trouble in finding them.
12. Included with being mean he is always very dirty; and he puts on clean clothes every day, but it makes no difference.
13. Marian has a wistful beauty about her that is hard to describe, and yet we all love her though we cannot tell why.
14. I have often wondered if a person ever existed such that I could call my ideal person.
15. The time decided upon for the attempt was six o'clock the next morning; so with some murmuring and a few protests from the fellows we retired for the night.

G. Repetition of Connectives

In the following sentences determine whether repetition is desirable or undesirable, and change the sentences accordingly.

1. Personality is made up not only of bodily habits but also mental habits.
2. It was a house with nine rooms with three or four windows with leaded glass in them.
3. His friendship has meant a great deal to me as well as many other boys.
4. Hoffman was a cobbler, but most of his time, however, was spent in trying to make inventions, but he was never successful.
5. The negro cook rushed out the back door and my mother the front one.
6. Franklin was always willing to point out to the poorer classes ways to better their opportunities to achieve success.
7. There are men who spend their money in the clubs instead of their homes.
8. We looked about for a trap-door which might be the means by which the entrance had been effected which had deceived the audience.
9. Father had told me that as soon as I graduated that we would go to any part of the country that I chose.
10. Brownlee had slept since nine in the morning, since he had sat up all the night before.
11. Any one who had the ability and will power to gain the knowledge that he did, practically unaided, and make of himself what he did, is worthy of being admired.
12. The dark cloud which arose in the west explained the sultriness which he had noticed at the time at which he set out.
13. Things went along quite smoothly till nine o'clock when a

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theme was returned that was marked wretched when I had spent a great deal of time on it.

14. You will identify him at once by his baggy trousers, much too large for him, and turned up two or three times at the bottom, his bright green coat that is too small, the sleeves scarcely reaching to his elbows, and enormous hands.
15. These things, added to the fact that Great Britain is the greatest gainer from the war, and she has been uniformly successful in her diplomacy, made the French envious of her.

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Emphasis by Position

40. Whenever emphasis is desirable, a sentence should not begin or end with a weak phrase or minor idea. Place an important idea at the end. Secure if possible an emphatic beginning. "Tuck in" unimportant modifiers.

Weak: I demand the release of the prisoners in the first place.
Ending made emphatic: In the first place, I demand the release of the prisoners.

Beginning and ending made emphatic: I demand, in the first place, the release of the prisoners.

Weak: This principle is one we cannot afford to accept, if my understanding of the question is correct.

More emphatic: If my understanding of the question is correct, this principle is one we cannot afford to accept.

Most emphatic: This principle, if my understanding of the question is correct, is one we cannot afford to accept.

Weak ending: Like a flash a vivid memory of my uncle's death came to me. [This sentence is very emphatic except for the last three words.]

Improved: Like a flash came to me a vivid memory of my uncle's death.

Very weak: I did not recognize the president in the crowd. It was hardly possible to recognize any one in the crowd. [The ending *in the crowd* becomes more noticeably weak by repetition.]

Emphatic: I did not recognize the president. It was hardly possible, in the crowd, to recognize any one.

Exercise:

1. Once I was really frightened when I let my imagination get the best of me.

2. I believe mother began to miss the matches; we were caught smoking, at any rate.
3. A woman screamed; another opened the door to make a hasty exit if necessary.
4. It is a disgrace to permit gambling here.
5. The accident was unavoidable in the darkness. The driver could not see the signal in the darkness.

Emphasis by Separation

- 41.** An idea which needs much emphasis should be detached, and allowed to stand in a sentence by itself. (See 10.)

Faulty: The flames were by this time beyond control, and the walls collapsed, and several firemen were hurt. [The ideas here are too important to be run together in one sentence.]

Right: By this time the flames were beyond control, and the walls collapsed. Several firemen were hurt.

A quotation gains emphasis when it is separated from what follows.

Weak: "The best laid schemes o' mice an' men
Gang aft a-gley",
are some lines from Burns which McDonald was always quoting.

Emphatic: "The best laid schemes o' mice an' men
Gang aft a-gley".

McDonald was always quoting these lines from Burns.

Direct discourse is more emphatic when it is separated from explanatory phrases, particularly from those which follow.

Weak: Mosher leaped to the stage and shouted defiantly, "I will never consent to that!" and he looked as if he meant what he said.

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Right: Mosher leaped to the stage and shouted his defiance.
 "I will never consent to that!" And he looked as if he meant what he said.

Exercise:

1. Since our time was getting short, we continued on our way to the nearest house; here we found friends.
2. Meanwhile the girl was held prisoner in the tent of one of the savages, and was to be sacrificed to the gods.
3. Not long ago my life was saved by my sense of smell, and I will tell you about it.
4. Perhaps you will ask, "What is the right way to study?" and I shall endeavor to tell you to the best of my ability.
5. The climate brings scores of tourists here every summer, many of them remaining, which is one of the causes for the fast-growing population.

Emphasis by Subordination

42. To make the main thought of a sentence emphatic, give grammatical subordination to all lesser ideas.

Faulty: He had a manner which made me angry.

Faulty: The fire spread to the third story, when the house was doomed.

Faulty: His exhibit was the best, taking the prize.

The important idea should not be placed in a *which* clause, or a *when* clause, or a participial phrase. (See 17).

Right: His manner made me angry.

Right: When the fire spread to the third story, the house was doomed.

Right: His exhibit, being the best, took the prize. [Or, making the main idea at least coördinate] His exhibit was the best, and took the prize.

Exercise :

1. He was very reckless, falling off a ladder.
2. The doctor thought he would get well, although he died the next day.
3. Here some time was spent in idle converse, after which the elaborate dinner was served.
4. We had gone about ten miles, when the brake band snapped.
5. Robinson plodded along, viewing the landscape that was unfolding to his vision, hearing suddenly a terrific uproar behind him.

The Periodic Sentence

A sentence is periodic when the completion of the main thought is delayed until the end. This delay creates a feeling of suspense. A periodic sentence is doubly emphatic: it has emphasis by position because the important idea comes at the end; it has emphasis by subordination because all ideas except the last one are grammatically dependent.

43. To give emphasis to a loosely constructed sentence, turn it into periodic form.

Loose: I saw two men fight a duel, many years ago, on a moonlit summer night, in a little village in northern France. [What is most important, the time? the place? or the actual duel? Place the important idea last.]

Periodic: Many years ago, on a moonlit summer night, in a little village in northern France, I saw two men fight a duel.

Loose: We left Yellowstone Gateway for the ride of our lives in a six-horse tally-ho. [Place the important idea last, *and make all other ideas grammatically subordinate.*]

Periodic: Leaving Yellowstone Gateway in a six-horse tally-ho, we had the ride of our lives.

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Loose: The river was swollen with incessant rain, and it swept away the dam. [Which is the important idea? Why not make it appear more important by subordinating everything to it?]

Periodic: The river, swollen with incessant rain, swept away the dam.

Loose: War means to have our pursuit of knowledge and happiness rudely broken off, to feel the sting of death and bereavement, to saddle future generations with a burden of debt and national hatred.

Periodic: To have our pursuit of knowledge and happiness rudely broken off, to feel the sting of death and bereavement, to saddle future generations with a burden of debt and national hatred—this is war.

Note.—A loose sentence is not necessarily bad. Ordinary written discourse contains far more loose sentences than periodic. A mingling of types is desirable for variety.

Exercise:

1. There was no attraction in men such as Voltaire for him.
2. He has sharp ears and nose and looks like a coyote except for his short hair.
3. We felt at home the first word that was said although none of us knew her parents before.
4. The flag was always flying, year in and year out, through storm and fair weather.
5. Rand won the hundred yard dash after overtaking his competitors one by one after getting off to a bad start.

Order of Climax

44. In a series of words, phrases, or clauses of noticeable difference in strength, use the order of climax.

Wrong order: He was insolent and lazy.

Weak ending: Literature has expanded into a sea, where before it was only a small stream.

Weak ending: As we listened to his story we felt the sordid misery and the peril and fear of war.

Emphatic: He was lazy and insolent.

Emphatic: The stream of literature has swollen into a torrent, expanded into a sea.

Emphatic: As we listened to his story we felt the fear, the peril, the sordid misery of war.

Exercise:

1. We aim to satisfy; some dealers aim to attract.
2. He had sunk into despair; he had lost enthusiasm; he had given up hope.
3. Washington's aide-de-camp, Hamilton, was a genius, an orator, and a youth.
4. The wishes of his mother are law, and the requests of his father are never disregarded.
5. In the mountains he became familiar with varied sounds, the chatter of squirrels, the roar of the avalanche, the dash of streams, and the soft whimper of the wind in the pines.

The Weak Effect of the Passive Voice

- 45.** Use the active voice unless there is a reason for doing otherwise. The passive voice is, as the name implies, not emphatic.

Weak: Your gift is appreciated by me.

Better: I appreciate your gift.

Weak and vague: His step on the porch was heard.

Better: His step sounded on the porch. [Or] I heard his step on the porch.

The passive voice is especially objectionable when by failing to indicate the agent of the verb it unnecessarily mystifies the reader.

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Vague: The train was seen speeding toward us.

Better: We saw the train speeding toward us.

Exercise:

1. Trout were plainly to be seen by us in the depths of the clear, green pool.
2. The distance from the wharf to the station was quickly covered.
3. Wilde had an artistic temperament and anything sordid and ugly could not be endured by him.
4. In a pensive mood, last night, there were recalled to me pleasant memories of our friendship.
5. A determined attack should be made upon your bad habits if it is desired to get rid of them.

Emphasis by Parallelism

46a. An entire grammatical construction may be repeated for emphasis. This device is especially useful in setting off, one against the other, two ideas similar or opposite in thought.

Weak and straggling: This paper, like many others, has some bad features, but in other ways it is good. The news articles are better than the editorials, which are feeble.

Balanced structure: This paper is in some respects poor, in other respects good. The news articles are impressive; the editorials are feeble.

Weak and complicated: From the East a man who lives in the West can learn a great deal, and an Easterner ought to be able to understand the West.

Balanced: A Westerner can learn much from the East, and an Easterner needs to understand the West.

Weak: We hope that this shipment will reach you in good condition, and that you will favor us with other orders, which will be given prompt and courteous attention.

Emphatic: We hope that this shipment will reach you in good

condition. We believe that the quality of our goods will induce you to send us a second order. We assure you that such an order will receive prompt and courteous attention. [The same construction is deliberately used three times. Note the emphasis derived from the resolute march of the expressions, *We hope, We believe, We assure.*]

- b. Parallelism in construction or in thought may be interrupted for emphasis.** In employing this method, the writer first uses parallelism until we expect it; then obtains emphasis by throwing it aside.

Emphasis through interrupted parallelism: John was a saint.

Stephen was a martyr. But Judas—what shall I say of him?

Emphasis through modified parallelism: Harold looked at the wreckage and laughed. Mary looked at the wreckage and laughed. Father looked at the wreckage and groaned.

Exercise:

1. Some of the books are tales of adventures. Romance is the material of others. In still other instances the subject treated is scientific.
2. That which for one person would be an ideal vacation another person would not enjoy it at all.
3. Now that prohibition has been tried, these questions arise, What has it accomplished? It has helped whom? To what place has it led us?
4. If you pick the apples by hand, they will keep all winter; but they begin to rot immediately if they are simply shaken down from the tree.
5. Politics may be called the science of advancing one's own interests. A statesman wishes to help the country, and his devotion is unselfish.

Effective Repetition of Words

- 47. The simplest and most natural way to emphasize a word or an idea is to repeat it.** The Bible, the best

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standard of simplicity and dignity in our language, uses repetition constantly. A word or idea that is repeated must, of course, be important enough to deserve emphasis.

Fairly emphatic: He works and toils and labors, but he seems never to get anywhere.

Very emphatic: Work, work, work, all he does is work, and still he seems never to get anywhere.

Emphatic: Thus died the peasant girl that had delivered France; died thinking of her home in Domremy, died amidst the tears of ten thousand enemies, died amidst the drums and trumpets of armies.

Emphatic and natural: This corner of the garden was my first playground. Here I made my first toddling effort to walk. Here on the soft grass I learned the delight of out-of-doors. Here I became acquainted with the bull-frog, and the bumble-bee, and the neighbor's dog.

Emphatic: Richard the Third is a villain. He confesses in the opening soliloquy that a villain is what he wishes to be. He proves himself a villain by slashing his way unscrupulously to power. His brief and cold-blooded "Chop off his head!" are the words of a villain consummate and remorseless.

Idea not emphasized: How did the general meet this new menace? He withdrew before it.

Idea made emphatic: How did the general meet this new menace? He withdrew! He retreated! He ran away!

Homely but emphatic repetition of an idea: "I went under," said the old salt; "bows, gunnells, and starn—all under."

Deliberately over-emphatic: Everywhere we hear of efficiency—efficiency experts, efficiency bureaus, efficiency methods, in the office, in the school, in the home—until one longs to fly to some savage island beyond the reach of inhuman modern science.

Note.—The repetition of words, phrases, or ideas in threes

is an effective rhetorical device. The device may be applied in the construction of paragraphs or of larger divisions of a composition; see the Note under 116. But when used carelessly or frequently, it becomes grossly artificial.

Exercise:

- 1 The pup continued to chase its tail round.
2. Rap! Into the boiler-maker's ears the sound of the steam riveter was dinned every day.
3. Across the river sparkled lights, gold, silver, reflected in the water, the rainy streets.
4. The mine operators fear change—through legislation, the increased power of labor, violence.
5. It was a stuffy room and I wanted to be outside. That piano lesson dragged on.

Offensive Repetition of Words

Careless repetition attracts attention to words that do not need emphasis. It is extremely annoying to the reader.

48. Unless a word or phrase is repeated deliberately to gain force or clearness, its repetition is a blunder. Get rid of recurring expressions in one of three ways: (a) by substituting equivalent expressions, (b) by using pronouns more liberally, (c) by rearranging the sentence so as to say once what has awkwardly been said twice.

- a. Repetition cured by the use of equivalent expressions (synonyms).

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Bad: *Just as we were half way down the lake, just off Milwaukee, we began to feel a slight motion of the ship and the wind began to freshen. The wind began to blow more fiercely from the south and the waves began to leap high. The boat began to pitch and roll.*

Right: *Just as we were half way down the lake, opposite Milwaukee, we began to feel a slight motion of the ship, for the wind had freshened. Before long a gale, blowing from the south, kicked up a heavy sea and caused the boat to pitch and roll.* [Notice how combining the last two sentences helps to solve the problem of the last *began*, besides giving firmer texture to the construction.]

- b. Repetition cured by the use of pronouns. (In using this method, one should take care that the reference of the pronouns is clear.)

Bad: *The Law Building, the Commerce Building, and the Science Building are close together. The Commerce Building is south of the Law Building, and the Science Building is south of the Commerce Building. The Law Building is old and dilapidated. The Commerce Building is a red brick building, trimmed in terra-cotta. The Science Building resembles the Commerce Building.*

Right: *The Law, Commerce, and Science Buildings are close together in a row. The first of these is old and dilapidated. South of it stands the Commerce Building, which, because of its red brick and terra-cotta trimmings, somewhat resembles the Science Building.*

- c. Repetition cured by rearranging and condensing.

Bad: *The autumn is my favorite of all the seasons. While autumn in the city is not such a pleasant season as autumn in the country, yet even in the city my preference will always be for the autumn.*

Right: *My favorite season is autumn. I like it best in the country, but even in the city it is the best time of the year.*

Exercise :

1. For references I refer you to Captain Shadwell and the Reverend Mr. Conrad.
2. The army of tumble-weeds marches on like some long battle line, and, as in a battle line, some drop out because they are caught on some obstruction.
3. I nervously clutched my outline of my speech in my hands, and not knowing what to do with my hands placed them in my pockets.
4. At the factory a wide variety of products is produced, peanut butter being the most important.
5. I cut the wire long enough to go around the outer edge of the hat brim and allowed two inches over to lap over.

49.

EXERCISE IN EMPHASIS

A. Lack of Emphasis in General

Make the following sentences emphatic.

1. That man is a fraud, if you want my opinion.
2. The zebras dashed away, hearing the click of my camera.
3. The Indian had a tomahawk, which he now drove into his adversary's brain.
4. Here and there a small pine tree may be seen clinging to the face of the precipice.
5. Timberlake dyed his whiskers, according to the reports.
6. The candle burned low, proving the air in the cave was foul.
7. The clerk will record your deposit in a pass book he gives you, and after that you may draw checks any time you wish.
8. Moses traded a horse for some cheap spectacles, the foolish fellow, as Goldsmith tells the story.
9. The wolf gnawed its leg off when it was caught in a trap and could not free itself in any other way.

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10. Superstition is decreasing, but a long time will pass before people are free from its influence entirely, in my judgment.
11. Two men were killed in the accident, and they had been driving seventy-five miles an hour, drinking whiskey.
12. At the kick-off the ball came bouncing toward us, and it was seized by Van Dorn and carried to our forty-yard line.
13. Rembrandt was not the painter of many notable pictures which have been called Rembrandts through the centuries, according to Dr. John C. Van Dyke.
14. He paid the ransom, and told the pirates that if he ever caught them, he would crucify them, and afterward he carried out his threat.
15. "These girls seem full of life, and yet we should find them utterly boring if we were with them day after day", said Mrs. Fosdick.
16. A blind man is usually cheerful, but moroseness is often the portion of the man who has been deprived of the sense of hearing.
17. A good camper knows that wood light in weight, even though it is dry, will not burn well, and if a wildcat should happen to startle the woods with its terrible cry, the campers would welcome the brightness of the blaze sent up by pitch.
18. In the United States a protective tariff has been maintained, but Great Britain has been an exponent of free trade.
19. I apply for the position of traveling salesman, after reading your advertisement in yesterday's issue of the *Chicago Tribune*.
20. No good could possibly be done by a page of regrets, since you know how disappointed I am anyhow. I hope you can make the visit later, although you were prevented from coming this time.
21. I got a desk with a roll top like the one at the bank and I got a little double garage with two little cars in it that wind up and I got so many things that I could not tell you about all and what did you get for Christmas.

B. Loose or Unemphatic Structure

Make the following sentences more emphatic by throwing them into periodic form.

1. The tramp was ferocious and unkempt.
2. She had a way of not hearing whenever a remark was unpleasant or inconvenient.
3. He wrought a genuine masterpiece on that simple canvas by adding a touch here, softening a stroke there, perfecting, changing, improving.
4. It is a tragedy of love played in an atmosphere of wealth and power beneath Italian skies in the fourteenth century.
5. A delegate placed Burch in nomination in the midst of the uproar, rising to his feet and gaining recognition from the chairman.
6. The contracting company left the street unpaved after binding itself to the completion of the work and after assembling the necessary machinery.
7. By crossing the Atlantic the dauntless Italian proved that the world was round and confuted the scoffers.
8. Desaix led the way to victory across the bodies of fallen comrades, over abattis and breastworks, past cannon belching fire.
9. The distracted and wronged old king rushed forth into the storm, into the solitude, into the night.
10. Thor raised his hammer to smite the giant after hearing how he had been deceived throughout the journey and had been mocked in the contests in the city.
11. The Kiowa proved that his spirit was unconquerable by enduring the torture without complaint and by shouting taunts to his foes.
12. David cut off the head of Goliath, after having knocked him senseless with a pebble from a sling, to the surprise of both armies.

C. Faulty Repetition

Repetition in the following sentences is objectionable, because it attracts attention to words or expressions that do not need to be emphasized. Improve the sentences, avoiding unnecessary repetition.

1. Every summer many people go to the beach for the summer.
2. We remained at the outpost that night, for it was not safe to travel at night.
3. Magazines are lying on the table. They consist of the best magazines.
4. Our guide pointed out the different points of interest in the surrounding country. The country was new.
5. The next purpose is to reduce the weight of the machine, which weighs about fifteen pounds.
6. Here and there a bat wings along spasmodically, and other flying creatures flit about here and there.
7. This old method was a very wasteful method because it killed the trees.
8. The sickle is from five to six feet in length extending full length to the right side of the machine.
9. Many students get through with the lowest grades possible for them to get through.
10. I went down town and went to a show. The show was out at nine; so I went home and went to bed.
11. There were three different fathers on the boat that were typical of their types.
12. One day's trip consisted of just going along the river. There were nothing but woods on either side of the river.
13. Fort Lupton High School, the school for which I was playing, was playing Brighton High School.
14. To keep track of the temperature of the engine is, after all, almost the most important of all.
15. Acting as inspector of rain and snowstorms, he encountered

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nature in a mood which affected his own nature and the development of his personality.

16. The new Chamber of Commerce building, one of the most beautiful buildings in the West, is situated on an ideal spot for a building of its type.
17. My father has never taken active part in politics. My grandfather was active in politics all his life, but my father has never cared to enter politics.
18. The bananas, when packed into boxes, will keep their flavor many months if kept in a cool, well-ventilated place.
19. After several people had moved there, there was a post-office established there, and a schoolhouse was built.
20. Usually the tournaments were given by some one who wished to gain favor. They usually lasted two or three days but sometimes more. Usually the ladies, as well as the men, came to the tournaments; and a lady was of course flattered if a knight wore her favor.
21. When I was a boy, I had to work hard on the farm. When I was twelve, I kept up with the men in the farm work. It seemed as though we worked night and day on the farm. When we left the farm, however, we did not work so hard.
22. Prince is the name of a horse that I am very well acquainted with. The conduct of this horse is very intelligent for a dumb animal. Sometimes this horse will do things just as a human being would do them. I remember very well many of the tricks that this horse used to do.
23. First, you see the many different kinds of cars. You see everything from Fords to Packards. You see a little Ford with all the people in it that it can hold, and more too. Then you see a big Cole or Packard with a uniformed chauffeur and only one or two big people in the back seat. You see small Ford delivery trucks and large Sandow trucks which take nearly all the road to go in. Then you see everything from skinned-down Fords to Stutz roadsters.

GRAMMAR

Case

50a. The subject of a verb is in the nominative case, even when the verb is remote, or understood (not expressed).

Wrong: They are as old as us.

Right: They are as old as we [are].

Wrong: He is taller than her.

Right: He is taller than she [is].

Note.—*Than* and *as* are conjunctions, not prepositions. When they are followed by a pronoun merely, this pronoun is not their object, but part of a clause the rest of which may be understood. The case of this pronoun is determined by its relation to the rest of the unexpressed clause. Sometimes the understood clause calls for the objective: "I like his brother better than [I like] him". *Than whom*, though ungrammatical, is sanctioned by usage.

b. Guard against the improper attraction of *who* into the objective case by intervening expressions like *he says*.

Wrong: The man whom they believed was the cause of the trouble left the country. [*They believed* is parenthetical, and the subject of *was* is *who*.]

Right: The man who they believed was the cause of the trouble left the country.

Wrong: Whom do you suppose made us a visit?

Right: Who do you suppose made us a visit?

Guard against the improper attraction of *who* or *whoever* into the objective case by a preceding verb or preposition.

Wrong: Punish whomever is guilty. [The pronoun is the subject of *is*. The object of *punish* is the entire clause *whoever is guilty*.]

Right: Punish whoever is guilty.

Wrong: The mystery as to whom had rendered him this service remained. [The pronoun is the subject of *had rendered*. The object of the preposition is the entire clause *who had rendered him this service*.]

Right: The mystery as to who had rendered him this service remained.

c. Nouns or pronouns connected by the verb *to be* (in any of its forms, *is*, *was*, *were*, *be*, etc.) agree in case. *To be* never takes an object, because it does not express action.

Wrong: Was it her? Was it them? It is me.

Right: Was it she? Was it they? It is I.

Wrong: The happiest people there were him and his mother.

Right: The happiest people there were he and his mother.

Wrong: They declared the culprit to be he and no other.

Right: They declared the culprit to be him and no other.

d. The object of a preposition or a verb is in the objective case.

Wrong: Some of we fellows went fishing.

Right: Some of us fellows went fishing.

Wrong: That seems incredible to you and I.

Right: That seems incredible to you and me.

Wrong: Who did the speaker designate?

Right: Whom did the speaker designate?

GRAMMAR—CASE

Note.—In informal speech or writing, anticipatory *who* is often permitted where the correct grammatical form is *whom*.

Right: Who did you call on?

Right: Foster has just told me who you saw.

e. The “assumed” subject of an infinitive is in the objective case.

Right: I wanted him to go. [*Him to go* is the group object of the verb *wanted*. *To go*, being an infinitive, cannot assert an action, and consequently cannot take a subject. But *to go* implies that something is at least capable of going. *Him* is the logical, or latent, or assumed subject of *to go*.]

Right: *Whom* do you wish *to be* your leader? [*Whom* is the assumed subject of the infinitive *to be*.]

f. A noun or pronoun used to express possession is in the possessive case. Do not omit the apostrophe (See 97) from nouns, or from the pronouns *one's* and *other's*. Most of the other possessive pronouns do not require an apostrophe.

Right: The man's hair is gray.

Right: The machine does its work well. [*It's* would mean *it is*.]

Right: One should do one's duty.

Note.—The possessive case of a phrase like *one of the girls* should be indicated by *of*, not by an apostrophe.

Faulty: The hostess found a dog in one of the girls' room.

Better: The hostess found a dog in the room of one of the girls.

g. A noun or pronoun linked with a gerund should be in the possessive case.

Faulty: Is there any criticism of Arthur going?

Right: Is there any criticism of Arthur's going?

Right: Have you heard of Edzell's buying a shotgun?

Note.—The objective case should be used when the emphasis falls unmistakably upon the noun or pronoun rather than upon the verbal. (But when the emphasis falls thus, the verbal modifies the noun or pronoun, and is a participle, not a gerund.)

Right: After a long search for Edzell, I caught sight of him buying a shotgun.

h. It is usually awkward and slightly illogical to attribute possession to inanimate objects.

Awkward: The farm's management.

Better: The management of the farm.

Awkward: The stomach's lining.

Better: The lining of the stomach.

Note.—Usage justifies many exceptions, particularly (1) expressions that involve time or measure, *a day's work*, *a hair's breadth*, *a year's salary*, *a week's vacation*, *a cable's length*; and (2) expressions that involve personification, explicit or implied, *Reason's voice*, *the law's delay*, *for mercy's sake*, *the heart's desire*, *the tempest's breath*.

i. A pronoun agrees with its antecedent in person, gender, and number, but not in case.

Right: *I, who am older, know better.*

GRAMMAR—NUMBER

Right: Tell *me, who am* older, your trouble.

Right: Many a man has saved *himself* by counsel.

Exercise:

1. Shall we go together, you and — [I, me]? We can manage as well as — [they, them].
2. It was not like — [he, him]. Hamlet killed Polonius, — [who, whom] he mistook for Claudius. — [Who, Whom] did you think was hiding behind the curtain?
3. The gift was for my sister and — [I, me]. Several of — [we, us] girls decided to spend the day by the river.
4. Give it to — [whoever, whomever] comes. One must do — [ones, one's] duty.
5. I had not heard of — [his, him] failing in business. No one had worked as hard as — [he, him]. He was a man — [who, whom] I admired greatly, and — [who, whom], I thought, would surely succeed.

Number (Pronouns and Special Words)

51a. *Each, every, every one, everybody, anybody, either, neither, no one, nobody*, and similar words are singular.

Wrong: Everybody did their best.

Right: Everybody did his best.

Wrong: Each of my three friends were there.

Right: Each of my three friends was there.

Wrong: Either of the candidates are capable of making a good officer.

Right: Either of the candidates is capable of making a good officer.

Note.—*None* means, literally, *no one*; it should, in theory, be singular. Usage, however, justifies it as either a singular or a plural.

- b. Do not let *this* or *that* when modifying *kind* or *sort* be attracted into the plural by a following noun.**

Wrong: He knew nothing of those kind of activities.

Right: He knew nothing of that kind of activities.

Wrong: I never did like these sort of post cards.

Right: I never did like this sort of post cards.

- c. Collective nouns may be regarded as singular or plural, according to the meaning intended.**

Right: The crowd is waiting.

Right: The crowd are not agreed.

Right: Webster maintained that the United States is an inseparable union; Hayne that the United States are a separable union.

English usage: The government were considering a new bill regarding labor.

American usage: The government was glad to place our troops at the disposal of General Foch.

- d. Do not use *don't* in the third person singular. Use *does n't*. *Don't* is a contraction of *do not*.**

Wrong: He don't get up early on Sunday morning.

Right: He doesn't get up early on Sunday morning.

Exercise:

1. It sounded like some one who was stepping on dry twigs and pushing aside branches with their arms. These kind of noises terrify me.
2. At this reunion there were cousins galore and I am certain every one brought their dog. The remarks made by each of the persons showed their characters distinctly.
3. When the last game was over, everybody dashed for their coat. The next day each one of us were summoned to the office and given a reprimand.

GRAMMAR—AGREEMENT

4. Each of these buildings are made alike in every detail. Last week every one of these panes were broken by hail.
5. This electric kitchen is for the tourist who wishes to cook their own meals. Before one can get from this street to the next, they must cross a bridge.

Agreement

52a. A verb agrees in number with the subject. A verb should not agree with a noun which intervenes between it and the subject.

Wrong: The size of the plantations vary.

Right: The size of the plantations varies.

Wrong: The increasing use of luxuries are a menace to the country.

Right: The increasing use of luxuries is a menace to the country.

Wrong: The prices of grain fluctuates in response to the demand.

Right: The prices of grain fluctuate in response to the demand. [Or] The price of grain fluctuates in response to the demand.

b. The number of the verb is not affected by the addition to the subject of words introduced by *with*, *together with*, *no less than*, *as well as*, and the like.

Wrong: The mayor of the city, as well as several aldermen, have investigated the charges.

Right: The mayor of the city, as well as several aldermen, has investigated the charges.

c. Singular subjects joined by *or* or *nor* take a singular verb.

Wrong: Either the second or the third of the plans they have devised are acceptable.

Right: Either the second or the third of the plans they have devised is acceptable.

d. A subject consisting of two or more nouns joined by *and* takes a plural verb.

Right: The hunting and fishing are good.

e. A verb should agree in number with the subject, not with a predicate noun.

Wrong: The weak point in the team were the fielders.

Right: The weak point in the team was the fielders.

Wrong: Laziness and dissipation is the cause of his failure.

Right: Laziness and dissipation are the cause of his failure.

f. In *There is* and *There are* sentences the verb should agree in number with the noun that follows it.

Wrong: There is very good grounds for such a decision.

Right: There are very good grounds for such a decision.

Wrong: There was present a man, two women, and a child.

Right: There were present a man, two women, and a child.

Exercise:

1. Biennial plants live two seasons, produces seed for the third season, and then dies. Only the highest grade of seeds are sown, because plants sprouted from the poorer grades usually die.
2. Neither the cut nor the style of a garment are the principal consideration. We should not let the prevailing fashion affect our clothes to such an extent that the proper color and fabrics is ignored.
3. He don't know the reason for the delay. There is several reasons for believing that the shipment will arrive today.

GRAMMAR—*SHALL AND WILL*

The manager, together with the bookkeeper, have gone to investigate.

4. Another of my dreams have been realized. Art work and story telling requires individuality, and therefore is interesting to both children and teacher.
5. Diagonally crossing the tracks of the grouse are a set of queer-looking tracks, made probably by a martin. The shape of the tracks never vary. The martin, like the weasels, may sometimes eat fruit or berries, but are really carnivorous, and prefer live prey.

Shall and Will, Should and Would

Although there is a tendency to disregard subtle distinctions between *shall* and *will* in ordinary speech, it is desirable to preserve the more important distinctions in written discourse.

- 53.** To express simple futurity or mere expectation, use *shall* with the first person (both singular and plural) and *will* with the second and third.

I shall go.
You will play.
He will sing.

We shall walk.
You will hear.
They will reply.

To express resolution or emphatic assurance, reverse the usage; that is, use *will* with the first person (both singular and plural), and *shall* with the second and third.

I will; I tell you, I will.
You shall do what I bid.
He shall obey me.

We will not be excluded.
You shall not delay us.
They shall pay the tribute.

GRAMMAR—*SHALL* AND *WILL*

In asking questions, use the form expected in the answer.

Shall I go? [Answer: I shall, or I shall not.]

Shall we take a walk?

Shall you attend the reception? [Answer: I shall.]

On your honor now, will you pay? [Answer: I will.]

Will it rain tomorrow? [Answer: It probably will.]

Shall he make retribution? [Answer: He shall; I shall see that he does.]

In ordinary subordinate clauses and in indirect discourse *shall* and *will* are used as in main clauses, except that when the first person with *shall* in direct discourse is changed to the second or third in indirect, *shall* is retained.

Subordinate clause: It is clear that I shall be needed.

Subordinate clause: It is clear that $\left\{ \begin{smallmatrix} \text{you} \\ \text{he} \end{smallmatrix} \right\}$ will be needed.

Indirect discourse: I say that I shall be needed.

Indirect discourse: You say that he will be needed.

Indirect discourse: He says that you will be needed.

Shall retained in indirect discourse: You say that you shall be needed. [The original statement was "I shall be needed".]

Shall retained in indirect discourse: He says that he shall be needed. [The original statement was "I shall be needed".]

In indirect questions *shall* and *will* are used as in indirect discourse.

Indirect question: I ask whether I shall be needed.

Indirect question: You ask whether he will be needed.

Indirect question: He asks whether you will be needed.

Shall retained in indirect question: $\left\{ \begin{smallmatrix} \text{You ask} \\ \text{He asks} \end{smallmatrix} \right\}$ whether $\left\{ \begin{smallmatrix} \text{you} \\ \text{he} \end{smallmatrix} \right\}$ shall be needed. [The original question was "Shall I be needed?"]

GRAMMAR—*SHALL* AND *WILL*

Should and *would*, wherever either can be used, follow the rules given for *shall* and *will*.

Mere statement of a fact:

I [or We] should like to go.

You [or He or They] would of course accept the offer.

Resolution or emphatic assurance:

I [or We] would never go under terms so degrading.

You [or He or They] should decline; honor demands it.

Direct question: Should you be needed?

Subordinate clause: It was clear that $\left\{ \begin{array}{l} \text{you} \\ \text{he} \end{array} \right\}$ would be needed.

Indirect discourse: He said that you would be needed.

Should retained in indirect discourse: You said that you should be needed.

Indirect question: He asked whether you would be needed.

Should retained in indirect question: You asked whether you should be needed.

Should is used (in all persons) to express (1) obligation, (2) a condition, (3) that which can surely be expected.

Obligation: You should subscribe, whether you do or not.

Condition: If the bridge should wash away, the train would be wrecked. [*Should* is a subjunctive.]

Justifiable expectation: Ten dollars should be enough.

Would is used (in all persons) to express a wish, as also to express a customary action.

Wish: Would that I could swim!

Customary action: He [I, We, You, They] would often sit there by the hour.

Exercise:

1. We — [shall, will] have examinations all next week. I think I — [shall, will] make a good grade in biology. Davis says that you — [shall, will] make an A in eco-

GRAMMAR—PRINCIPAL PARTS

- nomics; do you think you — [shall, will]? I — [shall, will] make a passing grade in physics; I am determined that I — [shall, will].
2. I am sure that you, as a scout, — [shall, will] soon learn to make a fire without matches. — [Shall, Will] the scouts study old Indian customs? How — [shall, will] I find the trail in the darkness? — [Should, Would] we give a warwhoop if we — [should, would] steal upon them unperceived?
3. Lady Macbeth — [should, would] go through the motions of washing her hands in her sleep. If I — [should, would] kill a man, I think the memory of the deed — [should, would] haunt me. Oh, that this horrible memory — [should, would] leave me!
4. — [Shall, Will] you vote for McNary in spite of my protests? He makes glowing promises; — [shall, will] he keep them? — [Shall, Will] you see personally that he — [shall, will]? — [Shall, Will] he be elected, do you think? — [Shall, Will] he be elected if his duplicity is revealed? — [Should, Would] he be elected if his duplicity — [should, would] be revealed?
5. I — [shall, will] buy some checkers, and you — [shall, will] teach me how to play. No doubt you — [shall, will] defeat me at first, but I — [shall, will] defeat you afterward, I assure you.

Principal Parts

54. Use the correct form of the past tense and past participle. Avoid *come*, *done*, *bursted*, *knowed*, *says* for the past tense; and [*had*] *eat*, [*had*] *froze*, [*have*] *ran*, [*has*] *went*, [*has*] *wrote*, [*are*] *suppose* for the past participle. Memorize the principal parts of difficult verbs. The principal parts are the present tense, the past tense, and the past participle. A good way to recall

GRAMMAR—PRINCIPAL PARTS

these is to repeat the formula: Today I *sing*; yesterday I *sang*; often in the past I have *sung*. The principal parts of *sing* are *sing*, *sang*, *sung*. A list of difficult verbs is given below.

bear	bore	borne	fight	fought	fought
		born	flee	fled	fled
begin	began	begun	fly	flew	flown
bend	bent	bent	flow	flowed	flowed
bid	bid	bid	freeze	froze	frozen
	bade	bidden	get	got	got
bite	bit	bit	go	went	gone
		bitten	grow	grew	grown
bleed	bled	bled	hang	hung	hung
blow	blew	blown	hang	hanged	hanged
break	broke	broken	hold	held	held
burn	burnt	burnt	kneel	knelt	knelt
	burned	burned	know	knew	known
burst	burst	burst	lay	laid	laid
catch	caught	caught	lead	led	led
choose	chose	chosen	lend	lent	lent
come	came	come	lie	lay	lain
deal	dealt	dealt	lie	lied	lied
dive	dived	dived	light	lighted	lighted
	dove (less desirable)			lit	lit
do	did	done	loose	loosed	loosed
drag	dragged	dragged	lose	lost	lost
draw	drew	drawn	mean	meant	meant
dream	dreamt	dreamt	pay	paid	paid
	dreamed	dreamed	prove	proved	proved
drink	drank	drunk	read	read	read
drive	drove	driven	rid	rid	rid
drown	drowned	drowned	ride	rode	ridden
dwell	dwelt	dwelt	ring	rang	rung
	dwelled	dwelled	rise	rose	risen
eat	ate	eaten	run	ran	run
fall	fell	fallen	say	said	said

GRAMMAR—PRINCIPAL PARTS

see	saw	seen	sweep	swept	swept
set	set	set	swim	swam	swum
shake	shook	shaken	take	took	taken
shine	shone	shone	tear	tore	torn
show	showed	shown	throw	threw	thrown
shrink	shrank	shrunk	thrust	thrust	thrust
sing	sang	sung	tread	trod	trod
sit	sat	sat			trodden
slink	slunk	slunk	wake	woke	waked
speak	spoke	spoken		waked	
spend	spent	spent	wear	wore	worn
spit	spit	spit	weave	wove	woven
	spat	spat	weep	wept	wept
steal	stole	stolen	write	wrote	written
swear	swore	sworn			

Exercise:

1. If I had — [past participle of *know*] that a storm was coming, I might not have — [past participle of *go*]. We were almost — [past participle of *freeze*].
2. The day — [past tense of *drag*] slowly by. The letter had not — [past participle of *come*]. I — [past tense of *burst*] into tears.
3. He — [past tense of *lead*] the way to the spot where the team had been — [past participle of *drown*]. The rail was — [past participle of *tear*] from the bridge.
4. The path — [past tense of *wind*] its way to the highest terrace. I liked to — [sit or set?] there until the twilight had — [past participle of *go*] and night — [past tense of *begin*] to fall. I — [sat or set?] there for two hours.
5. The bear felt sleepy after she had — [past participle of *drink*] and — [past participle of *eat*]. She looked for a place where she could — [lie or lay?] down for the winter. She — [lie or lay or laid?] down in the shelter of a rock.

Tense, Mode, Auxiliaries

- 55a.** In dependent clauses and infinitives, the tense is to be considered in relation to the time expressed in the principal verb.

Wrong: I intended to have gone. [The principal verb *intended* indicates a past time. In that past time I intended to do something. What? Did I intend *to go*, or *to have gone*?]

Right: I intended to go.

Wrong: We hoped that you would have come to the party. [The principal verb *hoped* indicates a past time. In that past time our hope was that you *would* come, not that you *would have come*.]

Right: We hoped that you would come.

- b.** When narration in the past tense is interrupted for reference to a preceding occurrence, the past perfect tense is used.

Wrong: In the parlor my cousin kept a collection of animals which he shot.

Right: In the parlor my cousin kept a collection of animals which he had shot.

- c.** General statements equally true in the past and in the present are usually expressed in the present tense.

Faulty: He said that Venus was a planet.

Right: He said that Venus is a planet.

- d.** The subjunctive mode of the verb *to be* is used to express a condition contrary to fact, or a wish.

Faulty: If he was here, I should be happy.

Right: If he were here, I should be happy.

Faulty: I wish that I was a man.

Right: I wish that I were a man.

e. Use the correct auxiliary. Make sure that the tense, mode, or aspect of successive verbs is not altered without reason.

Wrong: By giving strict obedience to commands, a soldier *learns* discipline, and consequently *would have* steady nerves in time of war. [*Learns* should be followed by *will have*.]

Wrong: An automobile *should be* kept in good working order so that its life *is* lengthened. [*Should be* is properly followed by *may be*.]

Exercise:

1. In 1821 Napoleon died, as his father did, of cancer of the stomach.
2. The mysterious room was the topic of the district on Hal-lowe'en since any one could remember. We always planned to have visited it, but we never did.
3. If this story was adapted in the right manner, it can make a good movie play.
4. An engineer requires training outside his own course in order that he can go into any kind of society and that he will be able to judge men.
5. We have had about fifteen inches of snow in the last few days and that made good coasting. That is, if one does not get hurt at it. But if we would have had more toboggans, we could have enjoyed ourselves better.

Adjective and Adverb

56a. Do not use an adjective to modify a verb.

Crude: He spoke slow and careful.

Right: He spoke slowly and carefully.

Crude: He sure did good in his classes.

Right: He surely did well in his classes.

- b. In such sentences as *He stood firm* and *The cry rang clear* the modifier should be an adjective if it refers to the subject, an adverb if it refers to the verb.

Right: The sun shines bright on my old Kentucky home.

[Here the thought is that the sun which shines is bright.]

Right: He worked diligently. [Here the modifier refers to the manner of working rather than to the person who works.

It should therefore be an adverb.]

Right: It stood immovable. The shot rang loud. He becomes angry. The weeds grow thick. They remain obstinate. He seems intelligent.

- c. After a verb pertaining to the senses, *look*, *sound*, *taste*, *smell*, *feel*, an adjective is used to denote a quality pertaining to the subject. (An adverb is used only when the reference is clearly to the verb.)

She looks *beautiful*. [Not *beautifully*.]

The dinner bell sounds *good*. [Not *well*.]

My food tastes *bad*. [Not *badly*.]

That flower smells *bad*. [Not *badly*.]

I feel good [*in good spirits*.]

I feel well [*in good health*. An adjectival use of *well*.]

I feel bad [*in bad health or spirits*. "I feel badly" would mean "My sense of touch is impaired".]

- d. Use "made" adjectives with caution. When an adjective phrase which normally follows a noun is condensed and placed before the noun as an attributive modifier, the result may be awkward, or even confusing.

Right: An automobile accident in Baltimore [*not* A Baltimore automobile accident], positions of trust [*not* trust positions], an outline of socialism [*not* a socialism outline], a crusade against typhoid [*not* a typhoid crusade], attitude

of the school [*not* the school attitude], the example given above [*not* the above example].

e. Certain adverbs do not differ in form from adjectives.

When form does not indicate which of the two parts of speech is intended, the word must be classified according to its use in the sentence.

Far as an adjective: From liberalism to revolution is a far cry.

Far as an adverb: A far better remedy is the following.

Wrong as an adjective: Dale gave the wrong answer.

Wrong as an adverb: Dale answered wrong.

Sound as an adjective: This is a sound piece of timber.

Sound as an adverb: The dead sleep sound.

Soundly as an adverb: The bully was soundly thrashed.

Exercise:

1. Baked apples smell — [good, well], — [sure, surely].
He seems — [happy, happily].
2. Medicine tastes — [bad, badly]. Yesterday I felt — [queer, queerly], but today I do not feel — [bad, badly].
3. Uncle scolded me — [severe, severely]. Everything must be kept as — [near, nearly] sanitary as possible.
4. He came very — [near, nearly]. You did exactly — [right, rightly]. The fugitive crouched [close, closely] to the earth.
5. As — [near, nearly] as I remember, I read it in — [a garage advertisement, an advertisement of a garage].
The work was begun — [vigorous, vigorously] enough.

A Word in a Double Capacity

- 57. Do not use a verb, conjunction, preposition, or noun in a double capacity when one of the uses is ungrammatical.**

GRAMMAR—DOUBLE CAPACITY

Wrong [verb]: He always has and will do it.

Right: He always has done it, and always will do it.

Wrong [conjunction]: He was as old, if not older, than any other man in the community.

Right: He was as old as any other man in the community, if not older.

Wrong [preposition]: He was fond and diligent in work.

Right: He was fond of work and diligent in it.

Wrong [noun]: He is one of the most skilful, if not the most skilful, tennis players in the state.

Right: He is one of the most skilful tennis players in the state, if not the most skilful.

Note.—Certain forms of double capacity are permitted by common usage. At the end of the example last quoted, it is unnecessary to add *player*. Ellipses for which the reader supplies the correct grammatical form are tolerated in informal writing.

Permitted by usage, but ungrammatical: We ordinarily go to bed at ten o'clock, and father at ten thirty. [The reader understands *goes* in the last clause.]

Better: We ordinarily go to bed at ten o'clock, and father goes at ten thirty.

Exercise:

1. A girl can partake and be an expert in all outdoor sports.
2. I have never been abroad, but my father has promised that when I am graduated from the university I can.
3. The fact that the fields were full of rocks, and the ground uneven, added to the difficulty of hauling the hay into the barns.
4. The vacuum cleaner is one of the most useful, and has saved more hard labor, than any other electrical instrument.
5. About seven miles, and distinctly to be seen from a hill overlooking Silver City, is a large rock. There is no place, or at least few places, that I like to visit more.

58. Parts of Speech, Other Grammatical Terms, Conjugation.

The Parts of Speech and Their Uses

Noun. A noun is a name. It may be **proper** (*Philip Watkins*), or **common**. Common nouns may be **concrete** (*man, windmill*), or **abstract** (*gratitude, nearness*). A noun applied to a group is said to be **collective** (*family, race*). The uses of a noun are: to serve as the subject of a verb, to serve as the object of a verb or a preposition, to be in apposition with another noun (*Jenkins, our coach*), to indicate possession (*Joseph's coat of many colors*); and less frequently, to serve as an adjective (*the brick sidewalk*) or adverb (*John went home*), and to indicate direct address (*Jehovah, help us!*).

Pronoun. A pronoun is a word which takes the place of a noun. It may be **personal** (*I, thou, you, he, she, it, we, they*), **relative** (*who, which, what, that, as*, and compounds *whoever, whichever*, etc.), **interrogative** (*who, which, what*), **demonstrative** (*this, that, these, those*), or **indefinite** (*some, any, one, each, either, neither, none, few, all, both*, etc.). Strictly speaking, the last two groups, demonstratives and indefinites, are adjectives used as pronouns. Certain pronouns are also used as adjectives, notably the **possessives** (*my, his, their*, etc.) and the relative or interrogative *which* and *what*. The addition of *-self* to a personal pronoun forms a **reflexive pronoun** or **intensive** (*I blamed myself. You yourself are at fault*). A noun for which the pronoun stands is called the **antecedent**. The uses of pronouns are in general the same as those of nouns. In addition, relatives serve as connectives (*the man who spoke*), interrogatives ask questions (*Who is the man?*), and demonstratives point out (*That is Van Lehr's secretary*).

Verb. A verb is a word or word-group which makes an assertion about the subject. It may express either action or mere existence. It may be **transitive** (*trans* meaning

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"across"; hence action carried across, requiring a receiver of the act: Brutus *stabbed* Cæsar; Cæsar is *stabbed*) or **intransitive** (not requiring a receiver of the act: Montgomery *fell*). Its meaning is dependent upon its voice, mode, and tense. Voice shows the relationship between the subject and the assertion made by the verb. The **active voice** shows the subject as actor (They *elected* Washington); the **passive voice** as acted upon (Washington *was elected*). (A transitive verb may be active or passive, but an intransitive verb has no voice.) Mode indicates the manner of predicating an action, whether as assertion, condition, command, etc. There are three modes in English. The **indicative mode** affirms or denies (He *went*. She *did not dance*). The **subjunctive** expresses condition or wish (If he *were* older, he would be wiser. Would that I *were* there!). The **imperative** expresses command or exhortation (*Remain* there. *Go!* *Let* us pray). **Modal auxiliaries** with these three modes form **modal aspects** of the verb. There are as many different aspects as there are auxiliaries. Aspects are sometimes spoken of as separate modes or called collectively the "potential mode". Tense expresses the time of the action or existence. The tenses are the **present**, the **past**, the **future** (employing the auxiliaries *shall* and *will*), the **perfect** (employing *have*), the **past perfect** (employing *had*), and the **future perfect** (employing *shall have* and *will have*). **Verbals** are certain forms of the verb used as other parts of speech (noun, adjective, adverb). See (in the section of Other Grammatical Terms) Verbal, Infinitive, Gerund, Participle.

Adjective. An adjective is a word used to modify a noun or pronoun. An adjective may be **attributive** (*bright* sun, *cool-headed* adventurers) or **predicate** (The field is *broad*. The meat tastes *bad*. I want this *ready* by Christmas). Adjectives assume three forms known as degrees of comparison. The **positive degree** indicates the simple quality of the object without reference to any other. The **comparative degree** indicates that two objects are compared (Stanley is

the *older* brother). The **superlative degree** indicates that three or more objects are compared (Stanley is the *oldest* child in the family) or that the speaker feels great interest or emotion (A *most excellent* record). Ordinarily *er* or *r* is added to the positive to form the comparative, and *est* or *st* to the positive to form the superlative (brave, braver, bravest). But some adjectives (sometimes those of two, and always those of more than two, syllables) prefix *more* (or *less*) to the positive to form the comparative, and *most* (or *least*) to the positive to form the superlative (beautiful, more beautiful, most beautiful). Some adjectives express qualities that do not permit comparison (*dead, four-sided, unique*).

Adverb. An adverb is a word used to modify a verb, an adjective, another adverb (She played *well*; *unusually* handsome; *very* sternly), or, more rarely, a verbal noun (Walking *fast* is good for the health), a preposition (The ship drifted *almost* upon the breakers), or a conjunction (The messenger came *just* when we were starting). Certain adverbs (*fatally, entirely*) do not logically admit of comparison. Those that do are compared like adjectives of more than two syllables (*slowly, more or less slowly, most or least slowly*).

Preposition. A preposition is a connective *placed before* a substantive (called its object) in order to subordinate the substantive to some other word in a sentence (The boast *of* heraldry, the pomp *of* power. He ran *toward* the enemy *without* fear).

Conjunction. A conjunction is a word used to *join together* words, phrases, clauses, or sentences. A **coördinate conjunction** connects elements of equal rank (See 15 and 91a). **Correlative conjunctions** are conjunctions used in pairs (See 32). A **subordinate conjunction** is one that connects elements unequal in rank (See 15 and 98c Note). When a conjunction, in addition to its function as a connective, indicates a relation of time, place, or cause, it is often called a **conjunctive adverb** (See 92c and Notes) or **relative adverb**.

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Interjection. An interjection is a word *thrown into* speech to express emotion. It has no grammatical connection with other words. (*Oh, is that it? Well, I'll do it. Hark!*)

Other Grammatical Terms

Absolute expression. An expression (usually composed of a substantive and a participle, perhaps with modifiers) which, though not formally and grammatically joined, is in thought related to the remainder of the sentence. (*The relief party having arrived, we went home. This disposed of, the council proceeded to other matters. Defeated, he was not dismayed.*)

Antecedent. A substantive to which a pronoun or participle refers. Literally, *antecedent* means *that which goes before*; but sometimes the antecedent follows the dependent word. (*The man who hesitates is lost. Entering the store, we saw a barrel of apples.*) *Man* is the antecedent of the pronoun *who*, and *we* is the antecedent of the participle *entering*.

Auxiliary. *Be, have, do, shall, will, ought, may, can, must, might, could, would, should, etc.*, when used with participles and infinitives of other verbs, are called auxiliary verbs.

Case. The relation of a substantive to other words in the sentence as shown by inflectional form or position. The subject of a verb, or a predicate noun or pronoun after a finite form of the verb *to be*, is in the nominative case. The object of a verb or preposition, or the "assumed subject" of an infinitive, is in the objective case. A noun or pronoun which denotes possession is in the possessive case.

Clause. A portion of a sentence which contains a subject and a verb, perhaps with modifiers. The following sentence contains one dependent (subordinate) and one independent (principal) clause: *When the storm ceased, the grove was a ruin.*

Conjugation. The inflectional changes in the verb to indicate person, number, tense, voice, mode, and modal aspect.

Declension. The changes in a noun, pronoun, or adjective to indicate person, number, or case.

Ellipsis, elliptical expression. An expression partially incomplete, so that words have to be understood to complete the meaning. An idea or relation corresponding to the omitted words is present, at least vaguely, in the mind of the speaker. Elliptical sentences are usually justifiable except when the reader cannot instantly supply the understood words. Examples of proper ellipses: You are as tall as I [am tall]. Is your sister coming? I think [my sister is] not [coming]. I will go if you will [go]. [I give you] Thanks for your advice.

Gerund. A verbal in *-ing* used as a noun. (I do not object to your *telling*. His *having deserted* us makes little difference.) The gerund may be regarded as a special form of the infinitive. (For further explanation of the gerund see 21 Note, also Verbal.)

Infinitive. A verbal ordinarily introduced by *to* and used as a noun (*To err* is human). In such sentences as "The road to follow is the river road", *follow* may be regarded as the noun of a phrase (compare *the road to Mandalay*), or the entire phrase may be regarded as an adjective. Similarly, in "He hastened to comply", *comply* may be regarded as a noun or *to comply* as an adverb. After certain verbs (*bid, dare, help, make, need*, etc.) the *to* is omitted from the infinitive group. (He bids me *go*. I need not *hesitate*.) (See Verbal.)

Inflection. Change in the form of a word to show a modification or shade of meaning. At a very early period in our language there was a separate form for practically every modification. Although separate forms are now less numerous, *inflection* is still a convenient term in grammar. Its scope is general: it includes the declension of nouns, the comparison of adjectives and adverbs, and the conjugation of verbs.

Modify. To be grammatically dependent upon and to limit or alter the quality of. In the expression "The very old man", *the* and *old* modify *man*, and *very* modifies *old*.

Participle. A verbal used as an adjective, or as an adjective

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with adverbial qualities. In the sentence "Mary, being oldest, is also the best liked", *being oldest* refers exclusively, or almost exclusively, to the subject and is therefore adjectival. In such sentences as "He fell back, exhausted" and "Running down the street, I collided with a baby carriage", the participle refers in part to the verb and is therefore adverbial as well as adjectival. (For the forms of the participle see the introduction to 21. Also see Verbal.)

Phrase. A group of words forming a subordinate part of a sentence and not containing a subject and its verb. Examples: *With a whistle and a roar* the train arrived [prepositional phrase]. *Bowing his head*, the prisoner listened to the verdict of the jury [participial phrase]. In a loose, untechnical sense *phrase* may refer to any short group of words, even if the group includes a subject and its verb.

Predicate. The word or word-group in a sentence which makes an assertion about the subject. It consists of a finite verb with or without objects or modifiers.

Predicate adjective. An adjective in the predicate, usually linked with the subject by some form of the verb *to be* (*is*, *was*, *were*, etc.). (John *is lazy*. The soldiers *seemed very eager*.)

Predicate noun. A noun linked with the subject by some form of the verb *to be* or of an equivalent verb. (John *is halfback*. They *became our neighbors*.)

Sentence. A sentence is a group of words containing (1) a subject (with or without modifiers) and a predicate (with or without modifiers) and not grammatically dependent on any words outside of itself; or (2) two or more such expressions related in thought. Sentences of type 1 are simple or complex; sentences of type 2 are compound. A **simple sentence** contains one independent clause (The dog barks angrily). A **complex sentence** contains one independent clause and one or more subordinate clauses (The dog barks when the thief appears). A **compound sentence** contains two or more independent clauses (The dog barks, and the thief runs).

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Substantive. A noun or word standing in place of a noun. (The *king* summoned *parliament*. The *bravest* are the *tenderest*. She was inconsolable.) A **substantive phrase** is a phrase used as a noun. (*From Dan to Beersheba* is a term for the whole of Israel.) A **substantive clause** is a clause used as a noun. (*That he owed the money* is certain.)

Syntax. Construction; the grammatical relation between the words, phrases, and clauses in a sentence.

Verbal. Any form of the verb used, wholly or mainly, as another part of speech. Infinitives, gerunds, and participles are verbals. They are used to express action without asserting it, and cannot, therefore, have subjects or be used as predicate verbs. (They may, however, retain some of the functions of verbs; they may take objects or be modified by adverbs. Infinitive with object and with adverbial modifier: "To shoe a horse well requires skill". Gerund with object and with adverbial modifier: "In choosing your goal carefully you will consider the direction of the wind". Participle with object and with adverbial modifier: "The bear, speedily manifesting the genuineness of his appetite, began to eat the blackberries".)

Abridged Conjugation of the verb *to take*

Indicative Mode

Tense	Active Voice	Passive Voice
Present	I take	I am taken
Past	I took	I was taken
Future	I shall (will) take	I shall (will) be taken
Perfect	I have taken	I have been taken
Past Perfect	I had taken	I had been taken
Future Perfect	I shall (will) have taken	I shall (will) have been taken

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Subjunctive Mode

Tense	Active Voice	Passive Voice
Present	If I take	If I be taken
Past	If I took	If I were taken
Perfect	If I have taken	If I have been taken
Past Perfect	If I had taken	If I had been taken

Imperative Mode

Present	Take
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Modal Aspects

(Modal aspects, formed by combining auxiliaries with the main verb, give special meanings—emphatic, progressive, etc.—to the primary modes. Since there are almost as many aspects as there are auxiliaries, only a few can be enumerated here.)

Active Voice Passive Voice

Present Indicative	Emphatic	I do take	
	Progressive	I am taking	I am being taken
	Contingent	I may take	I may be taken
	Potential	I can take	I can be taken
	Obligative	I must take	I must be taken
	Etc.		
Past Indicative	Emphatic	I did take	
	Progressive	I was taking	I was being taken
	Contingent	I might take	I might be taken
	Potential	I could take	I could be taken
	Obligative	I must take	I must be taken
	Etc.		
Present Subjunctive	Emphatic	If I do take	
	Progressive	If I be taking	
	Contingent	If I might take	
	Potential	If I could take	
	Obligative	If I must take	
	Etc.		
Present Imperative	Emphatic	Do take	
	Progressive	Be taking	

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Verbals

Infinitive

Active Voice

Present	To take
Perfect	To have taken

Passive Voice

To be taken
To have been taken

Gerund

Present	Taking
Perfect	Having taken

Being taken
Having been taken

Participle

Present	Taking
Past	
Perfect	Having taken

Being taken
Taken
Having been taken

Exercise :

Copy a page of good prose from any book, leaving wide spaces between the lines. Indicate the part of speech of every word. This may be done by abbreviations placed beneath the words.

For example :

"Von Arden,	having fallen	into	a	very	unquiet
<i>noun</i>	<i>part.</i>	<i>prep.</i>	<i>art.</i>	<i>adv.</i>	<i>adj.</i>
slumber,	dreamed	that	he	was	an
<i>noun</i>	<i>verb</i>	<i>conj.</i>	<i>pers. pro.</i>	<i>verb</i>	<i>art.</i>
stood	beside	a	window."		
<i>verb</i>	<i>prep.</i>	<i>art.</i>	<i>noun</i>		

59.

EXERCISE IN GRAMMAR

A. Case of Pronouns

Determine the correct form of the pronoun.

- i. All of — [we, us] boys were badly frightened.

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2. The footsteps sounded like those of her brother, but the person who approached was not — [he, him].
3. Forthingill is less scrupulous than — [I, me]. He will go to any lengths against — [whoever, whomever] stands in his way.
4. Only by — [us, our] thoroughly coöperating with the committee will the scheme succeed. Surely we desire — [its, it's] success.
5. — [Who, Whom] do you suppose came to Falkner and — [I, me] and wanted — [we, us] to become pledges of their fraternity?
6. The woman — [who, whom] she praises most and — [who, whom] she is sure has meant most to her is my mother.
7. The intruder had entered the house without the knowledge of either my servant or — [I, me].
8. No other pitcher in the league had struck out more batters than — [he, him]. The fans believed — [he, him] to be invincible.
9. Lovell made many friends, among — [who, whom] was one to — [who, whom] he owes a great deal.
10. Ellen's only thought was a question why it could not have been — [she, her].
11. The sophomores had thrown Hanford and — [I, me] into the tub of cold water. We could not tell — [who, whom] it was now knocking at our door. Was it — [they, them]?
12. I ask you, who — [is, are] a skilful rider, the proper way to mount a horse. Do you go to — [its, it's] right side or — [its, it's] left?
13. Those — [who, whom] one loves most are sometimes those with — [who, whom] he is least outspoken. But when the world proves feelingless, he turns to — [whoever, whomever] he believes is true.
14. Of the two girls, I admire her chum more than — [she, her]. — [Who, Whom] do you admire the more? Is it — [she, her]?

15. It was only through — [them, their] speedily perceiving the danger that the miners excluded the poisonous gas from the tunnel.

B. Agreement

Determine the correct form of the verb.

1. There — [is, are] few things happening here.
2. At noon every boy, except four, — [was, were] at the appointed place.
3. To see the birds hopping among the branches — [bring, brings] discomfort to the stomach of that kitten.
4. The herd of buffalo, with the bulls in advance, — [was, were] grazing on the prairie.
5. Neither of these dogs — [is, are] as fast as a greyhound.
6. The thought of my family and my friends — [has, have] made the days seem short.
7. Every one in the family — [has, have] a radio headpiece.
8. The master of ceremonies, together with his attendants, — [approach, approaches] in state.
9. Each season's growth of needles — [remains, remain] on the tree for about three years.
10. The care which the insane receive in the asylums — [is, are] very inadequate.
11. We went to see what the noise and excitement — [was, were] about.
12. The last thing a man in Job's condition wants — [is, are] such comforters.
13. Mr. James was my client, and his financial affairs — [was, were] in my hands.
14. One of the striking features of the old violins — [is, are] that they are coated with varnish which we cannot duplicate now.
15. Stop up all rat holes if there — [is, are] any. There — [is, are] one. No; I was mistaken; there — [is, are] two.
16. We passed through several oases that owe their existence to

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the large springs of hot or cold water that — [bubbles bubble] up close to each other.

17. The rhinoceros — [don't, does n't] depend on the sense of sight. He depends on the sense of smell.
18. The case of the phonograph, as well as the instruments themselves, — [is, are] now greatly improved in appearance.
19. The romance of the rubber industry; of the steel industry — the backbone of our industrial skeleton; of celluloid and other cellulose substitutes; of the rival sugars, the cane and the beet, — [is, are] discussed in this book, *Creative Chemistry*.
20. Such generals as have had civilian rather than military training, like Cæsar, sometimes — [revolutionize, revolutionizes] warfare. This is only another proof that the most constructive element in the membership of any profession — [is, are] often the open-minded outsiders.

C. *Shall and Will, Should and Would*

Determine the correct form of the verb.

1. — [Shall, Will] you wear rubber boots?
2. In your judgment, — [shall, will] the use of spikes in the players' shoes be prohibited?
3. That turkey has slipped off the platter three times, but I — [shall, will] carve it.
4. — [Shall, Will] a receiver be appointed? Do you guarantee that none — [shall, will]?
5. Johnnie — [shall, will] have a pair of skates. I promise it.
6. — [Should, Would] I have taken the watch to that jeweler? — [Should, Would] the jeweler across the street have been better?
7. — [Shall, Will] you have an ice cream soda with me?
8. — [Shall, Will] funds be obtained through an issue of

- bonds? I am informed that the mayor has promised they
 — [shall, will].
9. Sherrill tells me you insist that you — [shall, will] dissolve your partnership with him.
 10. If we borrowed the money, we — [should, would] have to pay interest semi-annually.
 11. The foreclosure of the mortgage — [should, would] make Cardon owner of that delicatessen.
 12. The contractor stated that, however great the difficulties, you simply — [should, would] not fail to complete the building on time.
 13. I announced that they might rely upon me, that I — [should, would] not withdraw.
 14. The merchant advertised that he — [should, would] sell the goods at a sacrifice.
 15. I — [should, would] prefer a compromise to carrying the matter into court.
 16. Your brother — [should, would] write to your mother every week as long as he lives. Do you promise that you — [shall, will]?
 17. If the bell — [should, would] ring, assemble quickly.
 18. — [Should, Would] that the good old days — [should, would] come again!
 19. The fact that I — [shall, will] have to speak — [shall, will] spoil the banquet for me.
 20. I — [should, would] not ask a favor of Dodson. Never!

D. *Lie, lay; sit, set; rise, raise*

Fix in mind the following principal parts:

I lie	I lay	I have lain
I lay	I laid	I have laid
I sit	I sat	I have sat
I set	I set	I have set
I rise	I rose	I have risen
I raise	I raised	I have raised

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Lie, sit, rise are used intransitively; *lay, set, raise* are used transitively. *Lay, set, raise* are causatives; that is, *to lay* means *to cause to lie*, etc.

Insert a correct form of the verb *lie* or *lay*:

1. The serpent had — his plans well, and now — watching the approach of Eve.
2. I have — on that bank a hundred times, and dreamed of the glories that are said to — in fairyland.
3. If I — the rose under this hat, it must still — there.
4. Norah has — the breakfast table, while you — like a sluggard in bed.
5. A sunny cove — in that circle of mountains. At one side were two huge rocks, — there (it is said) by the giants.

Insert a correct form of the verb *sit* or *set*:

6. He — the lamp on the table, and then — to work with hammer and awl.
7. In those days I always — by the fireside on a winter morning, and frequently mother had — a churn of milk beside me.
8. Why do you always — idly? Why don't you — to work? Even Shoup — his traps.
9. I have often — by the seashore, and watched the ebb cease and the inflowing tide — in. When the sun would —, I would — out for home.
10. If you have ever — a hen, you know how patiently she will — on her nest. She — us a good example.

Insert a correct form of the verb *rise* or *raise*:

11. The mercury — to 103 the day we threshed the wheat we had —.
12. Thistlewall had — to his feet. "Mr. Chairman," said he, "I — an objection to that statement when the issue was first —".

13. A balloon — in the air. What — it is the fact that it is lighter than the air.
14. You cannot — from a supine position without touching your hands on the floor. Don't — too cocksure a protest until you have tried.
15. The unknown knight — his vizor, and then from the spectators — a great shout. Not a person in the concourse failed to — to his feet or to — his hand in salutation.

E. Principal Parts of Verbs

In the following sentences supply the correct form of the verb.

1. My aunt — [past tense of *begin*] to look through her opera glasses when the actors — [past tense of *come*] out on the stage.
2. The cowboy — [past tense of *choose*] a mustang that he had never — [past participle of *ride*] before.
3. The attorney, who had expected to — [*loose* or *lose*] the decision, — [past tense of *draw*] a breath of relief. In a trice he had — [past participle of *run*] and — [past participle of *shake*] hands with the foreman of the jury.
4. Keller had — [past participle of *go*] out in a blizzard and — [past participle of *be*] nearly — [past participle of *freeze*].
5. A row of red peppers — [past tense of *hang*] from the rafters. These peppers had — [past participle of *grow*] in the garden behind the shanty.
6. The roisterer — [past tense of *drink*] and bragged of what he — [past tense of *do*] at the picnic.
7. The fisherman had — [past participle of *wake*] early, — [past participle of *bid*] his fellows good morning, — [past participle of *go*] off to fish, — [past participle of *hold*] the rod in his hands all day, — [past

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- participle of *sing*] many songs, and — [past participle of *catch*] three fish.
8. That busybody had — [past participle of *show*] that he — [past tense of *lead*] a contemptible life.
 9. I had — [past participle of *take*] a shot at the deer, though I — [past tense of *know*] that I had n't — [past participle of *come*] near it.
 10. Before I had — [past participle of *eat*] my dinner, the water — [past tense of *burst*] the dam.
 11. After we had — [past participle of *drive*] several miles, Hicks — [past tense of *blow*] his fingers, and I — [past tense of *see*] they were blue with cold. It was n't long until the lines had — [past participle of *fall*] from his hands.
 12. The wretch who had — [past participle of *steal*] the holy relics — [past tense of *shrink*] back when the church bells — [past tense of *ring*]. He — [past tense of *slink*] out of the village, and — [past tense of *throw*] himself upon the ground, weeping.
 13. Blair had — [past participle of *lose*] the game, and had hardly — [past participle of *speak*] since. "We must cheer him up", — [past tense of *say*] Orrick.

F. General

Improve the grammar of the following sentences.

1. After a few minutes' rest, the right guard felt some better.
2. Things have gone very well with Tim and I since we left Topeka.
3. The — [hinges, hinges'] being so rusty made the gate hard to open.
4. These kind of furnaces won't heat your house good.
5. He was very fond and well qualified for office.
6. I lay waiting in the reeds, for I felt sure that at any minute the ducks would have settled somewhere near me.

7. The matter was referred to the university's dean.
8. Somehow this story gave me the desire to make good; for it is possible if one just makes up their mind to do so and always say, "I will".
9. The halfbreed intended to have shot the rapids, but his courage failed him as his little craft approached them.
10. Editors of newspapers do not ask a student how many courses they have had in composition, but asks them to produce some copy.
11. Every one was struggling to make their way to the counter where these kind of laces were on sale.
12. Fosdick proceeded careful. He always had and was going to make sure that in pulling the tooth he didn't hurt the patient.
13. Putting on the coloring and painting the designs are as difficult, if not more difficult, than baking the pottery just right.
14. The man that beats the drum and keeps all them other instruments a-going don't have much time off while a symphony concert is in progress.
15. It does not seem possible that a hair-brained vaquero would become so interested in one of these girls that he will at her suggestion risk the loss of his six months' toil at one whirl of the roulette wheel, but they do, and Juan Lopez grows prosperous.

DICTION

Wordiness

60. Avoid wordiness. Strike out words not essential to the thought.

Roundabout impersonal construction: There are many interesting things which may be seen in New York. [12 words.]

Better: Many interesting things may be seen in New York. [9 words.]

Clause to be reduced to a phrase: North of town is the landing field where the airplanes come down. [12 words.]

Better: North of town is the landing field for airplanes. [9 words.]

Clause and phrase each to be reduced to a word: Men who cared only for their individual interests were now in a state of discouragement. [15 words.]

Right: Selfish men were now discouraged. [5 words.]

Separate predication in excess: That day I was shocking wheat behind the binder. Shocking wheat behind the binder was my usual job in harvest. That day while I was working at this job, I found a nest full of partridge eggs. [37 words.]

Right: That day, while shocking wheat behind the binder, my usual job in harvest, I found a nest full of partridge eggs. [21 words.]

Ponderous scientific terms for simple ideas: Since, according to the physicists, the per cent of efficiency of a machine is equal to the amount of useful work performed, divided by the amount of energy put in, it naturally follows that in all human activities, unnecessary friction, since it lowers the amount of nervous energy, is going to lower the per cent of efficiency. While we may never reach an astonishing degree of efficiency by economizing nervous energy, nevertheless, if we consistently and perseveringly try to spare ourselves all unnecessary labor and exertion, we shall have an abundant supply of energy to direct into channels of usefulness. [100 words.]

DICTION—WORDINESS

Right: If we economize our strength, we can make our actions more efficient and useful. [14 words.]

Inflated writing: She was supreme in beauty among the daughters of Eve whom his ravished eyes had hitherto beheld. [17 words.]

Right: She was the most beautiful woman he had ever seen. [10 words.]

Note 1.—A special form of wordiness is tautology—the useless repetition of an idea in different words.

Gross tautology: He had an entire monopoly of the whole fruit trade. [This is like saying "black blackbird".]

Right: He had a monopoly of the fruit trade.

Tautological expressions:

this here	connect up
where at	meet up with
return back	combined together
ascend up	perfectly all right
repeat again	utter absence of
biography of his life	quite round
good benefits	circular in form
fellow playmates	big in size
Hallowe'en evening	many in number
important essentials	strict accuracy
indorse on the back	absolutely annihilated
necessary requisite	still continue to
total effect of all this	absolutely new creation

Note 2.—Do not thrust into a sentence "floating" elements, words superfluous in grammar and thought.

Floating subject: George Landon *he* marched in front. [Omit *he*.]

Floating object: Whatever she tries to do, she does *it* well. [Omit *it*.]

Floating conjunction: He resolved that when he could *that* he would. [Omit *that*.]

DICTION—TRITENESS

Floating preposition: My free booklet will give you the astonishing information *of* how to learn music in your own home. [Omit *of*.]

Exercise:

1. These digressions off the main subject made the lecture rambling.
2. A man whose business was to hunt coyotes was caught out in the wilds when a snowstorm arose.
3. When the flowers are blooming and the lawns are green, the homes look beautiful with their large lawns and gorgeous flowers.
4. There is a certain science in catching a trout, that once learned, is valuable information to know.
5. When it becomes necessary to take an integer of the second denomination, and add it to another integer of the same denomination, the result may be said, without fear of successful contradiction, to be an integer of the fourth denomination.

Triteness

61. Avoid trite or hackneyed expressions. Such expressions may be tags from everyday speech (*the worse for wear, had the time of my life*); or stale phrases from newspapers (*taken into custody, the officiating clergyman*); or humorous substitutions (*ferocious canine, paternal ancestor*); or forced synonyms (*gridiron heroes, the Hoosier metropolis*); or conventional fine writing (*reigns supreme, wind kissed the tree-tops*); or oft-repeated euphemisms (*limb for leg, pass away for die*); or overworked quotations from literature (*monarch of all I survey, footprints on the sands of time*).

List of trite expressions:

along these lines
meets the eye

sadder but wiser
did justice to a dinner

DICTION—THE EXACT WORD

feathered songsters	a goodly number
a long-felt want	budding genius
the last sad rites	beggars description
launched into eternity	a dull thud
last but not least	silence broken only by
doomed to disappointment	wended their way
at one fell swoop	abreast of the times
trees stood like sentinels	the proud possessor
method in his madness	too full for utterance
sun-kissed meadows	a pugilistic encounter
tired but happy	conspicuous by its absence
hoping you are the same	with whom they come in con-
nipped in the bud	tact
the happy pair	exception proves the rule
seething mass of humanity	favor with a selection
specimen of humanity	as luck would have it
with bated breath	where ignorance is bliss
green with envy	more easily imagined than de-
	scribed

Exercise:

1. A row of pearly teeth set off to advantage the small rosebud mouth of the fair damsel.
2. At this time the tired and worn-out country folks might be seen wending their way homeward.
3. Francesca tries to love Paolo for his brother's sake, and thus the plot thickens.
4. Cambridge, which is just across the Charles from the Hub of the Universe, boasts of a celebrated institution for the diffusion of knowledge.
5. The day was a wonderful one for the happy pair to be joined in the holy bonds of wedlock.

The Exact Word

62. Find the exact word. Do not be content with a loose or approximate expression of your thought.

DICTION—THE EXACT WORD

Abused nouns: One *factor* of these Dutch homes is cleanliness [Use *characteristic*].

Promptness is an *item* which a manager should possess [Use *quality*].

Pythagoras studied mathematics, and made valuable discoveries *along that line* [Use *in this field*].

Loose adjectives or adverbs: He looked *awfully* funny when I told him he had made a mistake [Use *surprised*].

Apple pie is *fine* [Use *delicious*].

That song is *perfectly* absurd [Strike out *perfectly*].

Undiscriminating verbs: It was an old building *fixed* into a garage [Use *made over*].

He had not sufficiently *regarded* the difficulties of the task [Use *considered*].

Note.—Make a study of synonyms. Choose the word which expresses the precise meaning, and if possible the precise shade of meaning. Such words as *proposition*, *nice*, *said*, are often used too loosely. Observe the possible gain in definiteness by substitution:

For *proposition* (noun): *transaction, undertaking, venture, recourse, suggestion, overture, proposal, proffer, convenience, difficulty, thesis, or doctrine*.

For *nice* (adjective): *discriminating, precise, fastidious, dainty, neat, pretty, pleasant, fragrant, delicious, well-behaved, good, fine, or moral*.

For *said* (verb): *declared, related, insisted, exclaimed, added, repeated, replied, admitted, commented, corrected, protested, explained, besought, interrupted, inquired, stammered, sighed, murmured, or thundered*.

Exercise:

1. We love Scott's novels so much.
2. The rain kept on for an unearthly long while.
3. I have gathered much experience in a reportorial capacity with our local paper.

4. Many parties regard the National Forest Service as a useless thing, upon which great finances are spent.
5. From Portland we had trips via automobile almost every day to notorious places of scenic interest. The mountains were very impressing.

The Exact Idiom

63. Make your expression conform to English idiom.

A faulty idiom is an expression which, though correct in grammar and general meaning, combines words in a manner contrary to usage. Idioms are established by custom, and cannot be explained by logical rules. "I enjoy to read" is wrong, not because the words offend logic or grammar, but merely because people do not instinctively make that combination of words. "I like to read" and "I enjoy reading" are good idioms.

Faulty Idioms

in the city Toledo
 in the year of 1920
 I hope you a good time
 the Rev. Hopkins
 possessed with ability
 stay to home
 different than
 independent from
 in search for
 remember of

Correct Idioms

in the city of Toledo
 in the year 1920
 I wish you a good time
 the Reverend Mr. Hopkins
 possessed of ability
 stay at home
 different from
 independent of
 in search of
 remember

Observe that many idioms are concerned with prepositions. Make sure that a verb or adjective is accompanied by the right preposition. Study the following list of correct idioms:

accused of (a theft)
 accused by (a person)

accord with (a person)
 agree with (a person)

DICTION—CONNOTATION

agree to (a proposal)	enamored of
agreeable to	entrust to
angry at (a condition)	free from
angry with (a person)	listen to
careful about (an affair)	part from (a person)
careful of (one's money)	part with (a thing)
comply with	pleased with
convenient to (a person)	resolve on
convenient for (a purpose)	sympathize with
correspond to (things)	take exception to
correspond with (persons)	wait for
dissent from	wait on (a customer)

Avoid a compromise between two idioms (See 35).

Faulty: Secretary Baker granted Governor Lister the *privilege to use* troops from Camp Lewis. [*Privilege of using* and *permission to use* are good idioms. Part of one idiom should not be combined with part of another.]

For the idiomatic use of articles, "*The United States declared war*" [not "United States declared war"] see 4.

Exercise:

1. The pines have such a different odor to other trees.
2. Even the weather was a subject of debate to him.
3. He was very reserved of his speech in the presence with strangers.
4. In about a half an hour we arrived to the house. A large sun parlor opened off of the porch, but there was no hall that I remember of.
5. Through great difficulties he became a doctor. He always professed a strong interest for medicine.

Connotation

34. Avoid words or combinations of words that suggest, even momentarily, a meaning you do not intend.

Unfortunate connotation: I am grateful for your message that Harriet is sick.

Improved: I received your message that Harriet is sick. I am very sorry.

Ludicrous connotation: Schultz jingled the money in his pocket which the merchant had given him.

Improved: Schultz jingled, in his pocket, the money which the merchant had given him.

Ludicrous connotation: When he broke through the ice, he kept cool and managed to stay afloat till help came.

Improved: When he broke through the ice, he remained calm and managed to stay afloat till help came.

Exercise:

1. Try a slice of this home-baked mince pie, and you'll never eat another kind.
2. Thursday evening Mr. Winslow's residence was discovered to be on fire. The fire department was called out, but little damage was done.
3. Standish, a dry goods merchant, is one of the most prominent of the "wets".
4. I served my time with the Omaha Electric Company, of Omaha, Nebraska.
5. The robber died, thus causing the motive for the deed to remain buried.

Sound

65. Avoid the frequent repetition of a sound, especially if it be harsh or unpleasant.

Bad: He is an exceedingly orderly secretary.

Better: As a secretary he is very systematic. [Or] The secretary is very systematic.

Bad: Immediately the squirrel hid himself behind the hickory tree.

Better: Immediately the squirrel dodged behind the hickory tree.

DICTION—BARBARISMS, SLANG

Piling up of plurals: These pieces the girls make into ruffles for women's dresses.

Better: These pieces are used for ruffles on dresses.

Unfortunate rime: Bert did not dare to go home with wet hair.

Better: Bert did not dare to go home with his hair wet.

[Or] Bert was afraid to go home with wet hair.

Exercise:

1. Scenes like this can be seen only in Maine.
2. Ruth assisted in the rally by sending a sizzler to Sisler.
3. The old woman wore three or four woolen skirts at a time, with the idea of covering the holes of one with the whole parts of the others.
4. It may be seen that both of these writers give the atmospheres of their books in the descriptions of circumstances in the opening chapters.
5. The usher gave us a low, meaning warning against whispering. Wilberforce was thrown into the throes of embarrassment. In the awful hush I could see him blush.

Barbarisms, Improprieties, Slang

56. Avoid gross violations of good use, particularly (a) barbarisms, (b) improprieties, and (c) slang.

a. Barbarisms are distortions of words in good use, or coinages for which there is no need. Examples: *to concertize*, *to burgle* or *burglarize*, *to jell*, *alright*, *a-plenty*, *most* (for *almost*), *performess*, *fake*, *pep*, *tasty*, *illy*, *complected*, *undoubtably*, *nowheres*, *soph*, *lab*, *gents*.

b. Improprieties are words wrenched from one part of speech to another, or made to perform an unnatural service. Examples: *to suspicion*, *to gesture*, *to*

suicide, a steal, a try, a go, an invite, the cats, humans, some or real or swell (as adverbs), *like* (as a conjunction).

- C. Slang is speech consisting either of uncouth expressions of illiterate origin, or of legitimate expressions used in grotesque or irregular senses.** Though sometimes (witness eighteenth century *mob*, and nineteenth century *buncombe*) it satisfies a real need and becomes established in the language, in most instances it is short-lived (witness the thieves' talk in *Oliver Twist*, or passages from any comic opera song popular five years ago). Vicious types of slang are:

Expressions of vulgar origin (from criminal classes, the prize ring, the vaudeville circuit, etc.): *get pinched, dozen and out, took the count, bum hunch, nix on the comedy stuff, get across.*

Language strained or distorted for novel effect: *performed the feed act at a bang-up gastronomic emporium, bingled a tall drive that made the horschide ramble out into center garden.*

Blanket expressions used as substitutes for thinking: *corking, stunning, ain't it fierce? can you beat it? going some, just so I get by with it.*

The use of the last-named type is most to be regretted. It leads to a mental habit of phonographic repetition, with no resort to independent thinking. If a man really desires to use slang, let him invent new expressions every day, and make them fit the specific occasion.

Exercise:

1. Kentucky feuds have nothing on Mexican feuds when it comes to duration or depth of feeling.
2. I felt like I'd croak if I didn't take a grab at that invite.

DICTION—WORDS OFTEN CONFUSED

3. Though he looked real swell, I suspicioned that he was n't just alright.
4. This day and time is called the jazz age. I don't know whether that's a slam or a compliment. But, anyhow, there are a lot of silly muts walking around loose.
5. I was n't very enthused at first, but I sure am glad now that I went. All the pep which had been accumulating for days burst forth in songs and yells from our bleachers.

Words Often Confused in Meaning

7. Do not confuse or interchange the meanings of the following words:

Accept and except. *Accept* means *to receive*; *except* as a verb means *to exclude* and as a preposition means *with the exception of*.

Affect and effect. *Affect* is not used as a noun; *effect* as a noun means *result*. As verbs, *affect* means *to influence in part*; *effect* means *to accomplish totally*. "His story affected me deeply." "The Russians effected a revolution." *Affect* also has a special meaning *to feign*. "She had an affected manner."

Allusion and illusion. *Allusion* means a *reference*; *illusion* means a *deceptive appearance*. "A Biblical allusion." "An optical illusion."

Already and all ready. *Already* means *by this time or beforehand*; *all ready* means *wholly ready*. "I have already invited him." "Dinner is all ready." "We are all ready for dinner."

Altogether and all together. *Altogether* means *wholly, entirely*; *all together* means *collectively, in a group*. "He is altogether honest." "The King sent the people all together into exile."

Can and may. *Can* means *to be able*; *may* means *to have permission*. *Can* for *may* has a certain colloquial standing, but is condemned by literary usage.

DICTION—WORDS OFTEN CONFUSED

Credible and creditable. *Credible* means *capable of being believed* or *worthy of belief*; *creditable* means *meritorious*.

Emigrate and immigrate. *Emigrate* means *to go out from a country*; *immigrate* means *to enter into a country*. The same man may be an *emigrant* when he leaves Europe, and an *immigrant* when he enters America.

Hanged and hung. *Hanged* is the correct past tense of *hang* in the sense *put to death, hanged on the gallows*; *hung* is the correct past tense for the general meaning *suspended*.

Healthy and healthful. *Healthy* means *having health*; *healthful* means *giving health*. "Milk is healthful." "The climate of Colorado is healthful." "The boy is healthy."

Hygienic and sanitary. Both words mean *pertaining to health*. *Hygienic* is used when the condition is a matter of personal habits or rules; *sanitary* is used when the condition is a matter of surroundings (water supply, food supply, sewage disposal, etc.) or of the relations of numbers of people.

Instants and instance. *Instants* means *small portions of time*; *instance* means *an example*.

Its and it's. *Its* is the possessive case of the pronoun; *it's* is a contraction of *it is*. "The horse knows its master." "It's a cold day."

Later and latter. *Later* means *more late*; *latter* means *the second in a series of two*. "The latter" is used in conjunction with the phrase "the former".

Lead and led. *Led* is the past tense of the verb *to lead*. *Lead* is the present tense.

Learn and teach. *Learn* means *to get knowledge of*; *teach* means *to give knowledge of or to*. "The instructor *teaches* (not *learns*) me physics." "He *learns* his lessons easily."

Leave and let. *Leave* means *to abandon*; *let* means *to permit*.

Less and fewer. *Less* refers to quantity; *fewer* refers to number. "He has *fewer* (not *less*) horses than he needs."

Liable, likely, and apt. *Likely* merely predicts; *liable* conveys the additional idea of harm or responsibility. *Apt* applies usually to persons, in the sense of *having natural capability*, and sometimes to things, in the sense of *fitting, ap-*

DICTION—WORDS OFTEN CONFUSED

propriate. "It is likely to be a pleasant day." "I fear it is liable to rain." "He is liable for damages." "He is an apt lad at his books." "That is an apt phrase."

Lie and lay. *Lay*, a transitive verb, means *to cause to lie*. "I lay the book on the table and it lies there." "Now I lay me down to sleep." A source of confusion between the two words is that the past tense of *lie* is *lay*:

I lie down to sleep.	I lay the book on the table.
I lay there yesterday.	I laid it there yesterday.
I have lain there for hours.	I have laid it there many times.

Like and as or as if. *Like* is in good use as a preposition, and may be followed by a noun; *as* is in good use as a conjunction, and may be followed by a clause. "He is tall like his father." "He is tall, as his father is." "It looks *as if* (not *like*) it were going to rain."

Lose and loose. *Lose* means *to cease having*; *loose* as a verb means *to set free*, and as an adjective, *free*, not bound.

Majority and plurality. In a loose sense, *majority* means the *greater part*. More strictly, it means the number by which votes cast for one candidate exceed those of the opposition. A *plurality* is the excess of votes received by one candidate over his nearest competitor. In an election A receives 500 votes; B, 400 votes; and C, 300 votes. A has a plurality of 100, but no majority.

Practical and practicable. *Practical* means *not theoretical*; *practicable* means *capable of being put into practice*. "A practical man." "The arrangement is practicable."

Principal and principle. *Principal* as an adjective means *chief or leading*; *principle* as a noun means a *general truth*. *Principal* as a noun means a *sum of money*, or the *chief official of a school*.

Proof and evidence. In a law court, *proof* is *evidence sufficient to establish a fact*; *evidence* is *whatever is brought forward in an attempt to establish a fact*. "The evidence against the prisoner was extensive, but hardly proof of his guilt."

DICTION—WORDS OFTEN CONFUSED

In ordinary speech, *proof* is sometimes loosely used as a synonym for *evidence*.

Pseudo- and quasi-. As a prefix, *pseudo-* means *false*; *quasi-* means literally *as if*, hence *seeming, so-called*. "Phrenology is a pseudo-science." "A quasi-evolutionary doctrine."

Quiet and quite. *Quiet* is an adjective meaning *calm, not noisy*; *quite* is an adverb meaning *entirely*.

Respectfully and respectfully. *Respectfully* means *in a courteous manner*; *respectively* means *in a way proper to each*. "Yours respectfully" (not *respectively*). "He handed the commissions to Gray and Hodgins respectively."

Rise and raise. *Rise* is an intransitive verb; *raise* is a transitive verb. "I rise to go home." "I raise vegetables." "I raise the stone from the ground."

Sit and set. *Set*, a transitive verb, means *to cause to sit*. "He sets it in the corner and it sits there." The past tense of *sit* is *sat*.

I sit down.

I always set it in its place.

He sat in this very chair.

I set it in its place yesterday.

He has sat there an hour.

I have always set it just here.

Two special expressions, "The hen sets" and "The sun (moon, star) sets", though sometimes attacked as illogical, are justified by usage.

Stationary and stationery. *Stationary* is an adjective meaning *fixed*; *stationery* is a noun meaning *writing materials*.

Statue, stature, and statute. *Statue* means a *carved or moulded figure*; *stature* means *height*; *statute* means a *law*.

Exercise :

1. The girls were dressed — [as, like] the original Zouaves used to dress. At times they were — [altogether, all together] active. At other times they stood like — [statues, statures, statutes].
2. You have from — [too, two] to four other knobs, the turning of which — [affects, effects] the clearness of the tone.

GLOSSARY OF FAULTY DICTION

3. Baseball has a larger — [amount, number] of followers in America than it has anywhere else. It is a very — [healthful, healthy] game for the players, but not so much so for the spectators. However, the — [later, latter] — [can, may] enjoy it.
4. — [Ever, Every] day his thirst grew more intolerable. He was — [apt, liable, likely] to strange hallucinations. For — [instance, instants], he thought he could see lakes a short distance from him on the — [desert, dessert].
5. The spy's — [principal, principle] subterfuge was to pretend that he was a foreigner who had recently — [emigrated, immigrated] into the country. He was captured and, without trial, was — [hanged, hung]. But it is due him to say — [respectfully, respectively] that when he mounted the gallows he did not — [loose, lose] his courage.

Glossary of Faulty Diction

58. Avoid faulty diction.

Above. Do not write *the above*, or *the above reason*, or *the above example*. Write *the reason stated above*, *the example given above*, *the above-mentioned example*.

Accidently. No such word exists. Use *accidentally*.

Ad (for *advertisement*). Avoid in formal writing and speaking.

Ain't. Never correct. Say *I'm not*, you [*we, they*] *are n't*, *he [she, it] is n't*.

All the farther, all the faster. Crude. Use *as far as*, *as fast as*, in such sentences as "This is all the farther I can go".

Alright. No such word exists. Use *all right*.

Anyplace. No such word exists. Use *any place*.

As. (a) Incorrect in the sense of *that* or *whether*. "I don't know *whether* (not *as*) I can tell you." "Not *that* (not *as*) I know." (b) *As . . . as* are correlatives. *Than* must not

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replace the second *as*. Right: "As good as or better than his neighbors." "As good as his neighbors, or better [than they]." (c) For *like* and *as*, see 67.

Auto. An abbreviation not desirable in formal writing.

Awful. Means *filling with awe* or *filled with awe*. Do not use in the sense of *uncivil*, *serious*, or *ludicrous*, or (in the adverbial form) in the sense of *very*, *extremely*.

Balance. Incorrect when used in the sense of *remainder*.

Because. Not to be used for *the fact that*. "*The fact that (not because) he is absent is no reason why we should not proceed.*" See 125.

Between. Used of two persons or things. Not to be confused with *among*, which is used of more than two.

Blame on. A crudity for *put the blame on* or *blame*. Faulty: "Don't blame it on me". Better: "Don't blame me".

Borned. A monstrosity for *born*. "I was *born* (not *borned*) in 1800."

Bursted. The past tense of *burst* is the same as the present.

Bust or busted. Vulgar for *burst*. Right: "The balloon *burst*". "The bank *failed*."

But what. *That* is often preferable. "I do not doubt *that* (not *but what*) he is honest."

Canine. An adjective. Not in good use as a noun.

Cannot help but. A confusion of *can but* and *cannot help*. "I can but believe you"; or "I cannot help believing you"; not "I cannot help but believe you". See 35.

Caused by. To be used only when it refers definitely to a noun. Wrong: "He was disappointed, caused by the lateness of the train". The noun *disappointment* should be used instead of the verb *disappointed*. Then *caused* will have a definite reference. Right: "His disappointment was caused by the lateness of the train". See 21.

Claim. Means *to demand as a right*. Incorrect for *maintain* or *assert*.

Consideratte. An adjective, not an adverb. "He talked *considerably* (not *considerable*) about it."

Could of. An illiterate form arising from slovenly pronuncia-

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tion. Use *could have*. Avoid also *may of*, *must of*, *would of*, etc.

Data. Plural. The singular (seldom used) is *datum*. Compare *stratum*, *strata*; *erratum*, *errata*.

DemEAN. Means *to conduct oneself*, not *to lower* or *to de-grade*.

Different than. *Different from* is to be preferred. *Than* is a conjunction. The idea of separation implied in *different* calls for a preposition, rather than a word of comparison.

Disremember. Not in good use.

Done. A gross error when used as the past tense of *do*, or as an adverb meaning *already*. "*I did it* (not *I done it*)."
"*I've already* (not *done*) got my lessons."

Don't. A contraction for *do not*; never to be used for *does not*. A contraction of *does not* is *doesn't*. See 51d.

Drowneded. Vulgar for *drowned*.

Due to. To be used only when it refers definitely to a noun. Faulty: "He refused the offer, due to his father's opposition". Right: "His refusal of the offer was due to his father's opposition". The noun *refusal* should be used instead of the verb *refused*. Then *due* will have a definite reference.

Enthuse. Not in good use.

Etc. An abbreviation for the Latin *et cetera*, meaning *and other* [things]. *Et* means *and*. *And etc.* is therefore grossly incorrect. Do not write *ect*.

Evolve. Do not use *evolute* to signify biological development. "Darwin taught that man *evolved* from lower animals (not *evoluted*)."

Expect. Means *to look forward to*. Hardly correct in the sense of *suppose*.

Fine. Use cautiously as an adjective, and not at all as an adverb. Seek the exact word. See 62.

Former. Means the first or first named of two. Not to be used when more than two have been named. The corresponding word is *latter*.

For to. Incorrect for *to*. "I want you (not *for you*) to listen

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- carefully." "He made up his mind *to* (not *for to*) accept."
- Gent.** A vulgar abbreviation of *gentleman*.
- Good.** An adjective, not an adverb. Wrong: "He did good in mathematics". Right: "He did well in mathematics". "He did good work in mathematics".
- Gotten.** An old form now usually replaced by *got* except in such expressions as *ill-gotten gains*.
- Guess.** Expresses conjecture. Not to be used in formal composition for *think*, *suppose*, or *expect*.
- Had of.** Illiterate. "I wish I *had knozen* (not *had of knozen*) about it."
- Had ought.** A vulgarism. "He *ought* (not *had ought*) to have resigned. We *ought n't* (not *had n't ought*) to make this error."
- Hardly.** Not to be used with a negative. See 126.
- Home.** Do not use when you mean simply *house*.
- Human or humans.** Not in good use as a noun. Say *human being*. Right: "The house was not fit for *human beings* (not *humans*) to live in".
- If.** Do not use for *whether*. "I can't say *whether* (not *if*) the laundry will be finished today."
- In.** Often misused for *into*. "He jumped *into* (not *in*) the pond."
- It's.** Means *it is*; not to be written for the possessive *its*.
- Kind of.** (a) Should not modify adjectives or verbs. "He was *somewhat* (not *kind of*) lean." "She *partly suspected* (not *She kind of suspected*) what was going on." (b) When using with a noun, do not follow by *a*. "That kind of man", not "That kind of a man".
- Lady.** Use as a term of respect, parallel with *gentleman*. Do not use unless you desire to express courtesy. Say *woman* (not *washlady*, *scrublady*).
- Like.** To be followed by a substantive; never by a substantive and a verb. "He ran like a deer." "Do *as* (not *like*) I do." "She felt *as if* (not *like*) she was going to faint." *Like* is a preposition; *as* is a conjunction.

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- Literally.** Do not use where you plainly do not mean it, as in the sentence, "I was literally tickled to death".
- Loan.** *Lend* is in better use as a verb.
- Locate.** Do not use for *settle* or *establish oneself*.
- Lose out.** Not used in formal writing. Say *lose*.
- Lots of.** A mercantile term which has a dubious colloquial standing. Not in good literary use for *many* or *much*.
- Might of.** A vulgarism for *might have*.
- Most.** Do not use for *almost*. "*Almost* (not *most*) all."
- Myself.** Intensive or reflexive; do not use when the simple personal pronoun would suffice. "I saw them myself." "Some friends and *I* (not *myself*) went walking."
- Neither.** Used with *nor*, and not with *or*. "Neither the man whom his associates had suspected *nor* (not *or*) the one whom the police had arrested was the criminal." "She could neither paint a good picture *nor* (not *or*) play the violin well."
- Nice.** Means *delicate* or *precise*. *Nice* is used in a loose colloquial way to indicate general approval, but should not be so used in formal writing. Right: "He displayed nice judgment." "We had a *pleasant* (not *nice*) time." See 62.
- Nowhere near.** Vulgar for *not nearly*.
- Nowheres.** Vulgar.
- O and Oh.** *O* is used with a noun in direct address; it is not separated from the noun by any marks of punctuation. *Oh* is used as an interjection; it is followed by a comma or an exclamation point. "Hear, *O* king, what thy servants would say." "Oh, dear!"
- Of.** Do not use for *have* in such combinations as *should have*, *may have*, *ought to have*.
- Off of.** Use *off* alone. "He jumped *off* (not *off of*) the platform."
- One, one's; he, his.** The interchanging of *he* and *his* with *one* and *one's* is condemned by the older rhetorics, but to some extent sanctioned by modern usage. "One can only do one's best" is right, but formal. "One can only do his

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- best" is informal, but not strictly defensible. "A person can only do his best" is preferable to either.
- Onto.** *On, upon, or on to* is preferable.
- Ought to of.** A vulgarism for *ought to have*.
- Over with.** Crude for *over*.
- Pants.** *Trousers* is the approved term in literary usage. *Pants* (from *pantaloons*) has found some degree of colloquial and commercial acceptance.
- Party.** Not to be used for *person*, except in legal phrases.
- Phenomena.** Plural. "It was an interesting *phenomenon* (not *phenomena*)."
- Phone.** A contraction not employed in formal writing. Say *telephone*.
- Plenty.** A noun; not in good use as an adjective or an adverb. "He had *plenty of* (not *plenty*) resources." "He had *resources in plenty* (not *resources plenty*)."
- Proposition.** Means a *thing proposed*. Do not use loosely, as in the sentence: "A berth on a Pullman is a good proposition during a railway journey at night". See 62.
- Proven.** Prefer *proved*.
- Providing.** Prefer *provided* in such expressions as "I will vote for him *provided* (not *providing*) he is a candidate".
- Quite a.** Colloquial in such expressions as *quite a while, quite a few, quite a number*.
- Raise.** *Rear or bring up* is preferable in speaking of children. "She *reared* (not *raised*) seven children."
- Rarely ever.** Crude for *rarely, hardly ever*.
- Real.** Crude for *very or really*. "She was *very* (not *real*) intelligent." "He was *really* (not *real*) brave."
- Remember of.** Not to be used for *remember*.
- Right smart and Right smart of.** Extremely vulgar.
- Same.** No longer used as a pronoun, except in legal documents. "He saw her drop the purse and restored *it* (not *the same*) to her."
- Scarcely.** Not to be used with a negative. See 126.
- Seldom ever.** Crude for *seldom, hardly ever*.
- Shall.** Do not confuse with *will*. See 53.

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Sight. *A sight or a sight of* is very crude for *many, much, a great deal of*. "*A great many* (not *a sight*) of them."

So. Not incorrect, but loose, vague, and often unnecessary. (a) As an intensive, *so* has been christened "the feminine demonstrative". Hackneyed: "I was *so* surprised". Better: "I was *much* surprised". Or, "I was *surprised*". (b) As a connective, *so* is often overworked by amateurs. *So* is an elastic word that covers a multitude of vague meanings. Language has need of such a word, and in many instances (especially when the relation between clauses is obvious and does not need to be pointed out) *so* serves well enough. Use it, but not as a substitute for more exact connectives. Beware of falling into the "*so-habit*".

Abuse of *so* as a vague coördinating connective: So we went to Bloomfield, which is the county seat, and so we stayed here all night. [Strike out *so*.]

Abuse of *so* as a subordinating connective: You may go, *so* you keep still. [Use *provided*.] *So* you do only that, I shall be satisfied. [Use *though*.]

Permissible: I was excited, *so* I missed the target. [*So* may be used, sparingly, to express result. But when a clause of result is important and needs emphasis, it is usually better to strike out *so* and subordinate the preceding clause.]

Right: In my excitement, I missed the target.

Right: Because I was excited, I missed the target.

Right: Being excited, I missed the target.

Some. Not to be used as an adverb. "She was *somewhat* (not *some*) better the next day." Wrong: "He studied *some* that night". Right: "He did *some* studying that night".

Somewheres. Very crude. Use *somewhere*.

Species. Has the same form in singular and plural. "He discovered a new *species* (not *specie*) of sunflower."

Such. (a) To be completed by *that*, rather than by *so that*, when a result clause follows. "There was *such* a crowd *that* (not *so that*) he did not find his friends" (b) To be

GLOSSARY OF FAULTY DICTION

completed by *as*, rather than by *that*, *who*, or *which*, when a relative clause follows. "I will accept such arrangements *as* (not *that*) may be made." "He called upon such soldiers *as* (not *who*) would volunteer for this service to step forward."

Superior than. Not in good use for *superior to*.

Sure. Avoid the crude adverbial use. "It *surely* (not *sure*) was pleasant." In answer to the question, "Will you go?" either *sure* or *surely* is correct, though *surely* is preferred. "[To be] *sure*." "[You may be] *sure*." "[I will] *surely* [go]."

Suspicion. A noun. Never to be used as a verb.

Take and. Often unnecessary, sometimes crude. Redundant: "He took the ax and sharpened it". Better: "He sharpened the ax". Crude: "He took and nailed up the box". Better: "He nailed up the box".

Tend. In the sense *to look after*, takes a direct object without an interposed *to*. *Attend*, however, is followed by *to*. "The milliner's assistant *tends* (not *tends to*) the shop." "I shall *attend* to your wants in a moment."

That there. Do not use for *that*. "I want *that* (not *that there*) box of berries."

Them. Not to be used as an adjective. "*Those* (not *them*) boys."

There were or there was. Avoid the unnecessary use. Crude: "There were seventeen senators voted for the bill". Better: "Seventeen senators voted for the bill".

These sort, these kind. Ungrammatical. See 51b.

This here. Do not use for *this*.

Those. Do not carelessly omit a relative clause after *those*. Faulty: "He is one of those talebearers". Better: "He is a talebearer". [Or] "He is one of those talebearers whom everybody dislikes".

Those kind, those sort. Ungrammatical. See 51b.

Till. Do not carelessly misuse for *when*. "I had scarcely strapped on my skates *when* (not *till*) Henry fell through an air hole."

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Transpire. Means to give forth or to become known, not to occur. "The secret *transpired*." "The sale of the property occurred (not *transpired*) last Thursday."

Try. A verb, not a noun.

Unique. Means *alone of its kind*, not *odd* or *unusual*.

United States. Ordinarily preceded by *the*. "The United States raised a large army." (Not "United States raised a large army".)

Up. Do not needlessly insert after such verbs as *end*, *rest*, *settle*.

Used to could. Very crude. Say *used to be able* or *once could*.

Very. Accompanied by *much* when used with the past participle. "He was *very much* (not *very*) pleased with his reception." But see 3 Note.

Want to. Not to be used in the sense of *should*, *had better*. "You *should* (not *want to*) keep in good physical condition."

Way. Not to be used for *away*. "*Away* (not *way*) down the street."

Ways. Not to be used for *way* in referring to distance. "A little *way* (not *ways*)."

When. (a) Not to be used for *that* in such a sentence as "It was in the afternoon that the races began". (b) A *when* clause is not to be used as a predicate noun. See 123.

Where. (a) Not to be used for *that* in such a sentence as "I see in the paper that our team lost the game". (b) A *where* clause is not to be used as a predicate noun. See 123.

Where at. Vulgar. "Where is he? (not *Where is he at?*)"

Which. Do not use for *who* or *that* in referring to persons. "The friends *who* (not *which*) had loved him in his boyhood were still faithful to him."

Who. Do not use unnecessarily for *which* or *that* in referring to animals or things. Do not use the possessive form *whose* for *of which* unless the sentence is so turned as practically to require the substitution.

Will. Do not confuse with *shall*. See 53.

Win out. Not used in formal writing or speaking. Say *win*.

Woods. The singular form should ordinarily be preferred.
"A wood (not A woods)."

Would have. Do not use for *had* in *if* clauses. "If you *had* (not *would have*) spoken boldly, he would have granted your request."

Would of. A vulgarism for *would have*.

You was. Use *You were* in both singular and plural.

Yourself. Intensive or reflexive; do not use when the personal pronoun would suffice. "*You* (not *Yourself*) and your family must come."

Exercise:

1. I expect he has his faults, just like other humans have.
2. Andrew Jackson was borned and raised among these kind of sturdy backwoodsmen.
3. You hadn't ought to of claimed that the party is kind of proud of what he done.
4. He knew many people which were too poor to buy a whole ton of coal. Such people have always gotten their coal by the sackful.
5. The country folk call it a toad-frog, though a toad is different than a frog. I guess that most people don't know the difference, hardly.

69.

EXERCISE IN DICTION

A. Wordiness

Strike out all that is superfluous, and make the following sentences simple and exact.

1. Her hair is dark brown in color.
2. His brother went after him, afraid for fear he might not return.
3. It was a child of about the age of three years old.
4. The men that made up this colony were shiftless men, not desiring work.

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5. This girl is impulsive in her nature, doing things on the impulse of the moment instead of thinking before she acts.
6. It was a diminutive rabbit. It was very small, but it had unusually large eyes.
7. In this magazine you read of the lives of men who have made their life a success.
8. Later the name was changed, and then it was called "The Poplar Corners".
9. The town is an agricultural center, being located in the midst of a farming district.
10. He started out as a boy always working to do his best. In other words, he was a hard-working boy.
11. In regard to our reading, we should read standard literature instead of wasting time on the cheaper modern periodicals of today.
12. A man who is always boasting of what he has done or can do is not a companion whom anybody finds agreeable.
13. It is a very bad habit that some people have of going to a large department store to satisfy all their wants.
14. Both of the managers agreed that advertising as an element in their business was a paying element.
15. This argument involves the implication that there is nothing serious left in life, and that to think about the serious side of the aspect of things would be time wasted.
16. Seabold caught sight of a dog. It was a small dog. It was also a pug. It was barking at him. He disliked dogs. More than any other dog, he disliked a small pug dog.
17. Sometimes strange and peculiar incidents take place in the nominating conventions of great political parties. These incidents sometimes culminate from various motives and aspirations of the bosses' minds, which have different views of men as suitable candidates.

B. The Exact Word

Substitute, for inaccurate words and phrases, expressions which carry an exact and reasonable meaning.

1. The life of this bill lies in the committee's hands.
2. Merry tunes floated in the air and the costumes rendered lots of fun.
3. The bumps I got learning to skate would fill a volume.
4. The first division of success in life is health.
5. At the growl of the lion the poor man was filled with temerity.
6. A chaperone is a woman who acts as a protectorate over one or more unmarried women in public.
7. He has written articles on the theories of electricity that he has discovered.
8. It's funny how often the lack of a good punter wins the game for the other side.
9. With introductions to all the exclusive men in the plant, I yet could obtain no position along the line of my desires.
10. The coach of the operetta wants to be in oblivion of many things that transpire.
11. It was certainly nice of you to remember me so nicely this Christmas.
12. It is a profound failing of mine that I dislike anything mathematical.
13. A placard bearing very visible red letters was posted above the exit of the street car.
14. In one wall was an extravagant mirror which seemed to contain the whole room.
15. The most interesting points of Mexico are the inhabitants and their government, education, and religion.

C. Words Sometimes Confused in Meaning

Use the word which accurately expresses the thought.

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1. On one side of the town the mountains — [raise, rise] thousands of feet.
2. Toys did not interest me — [as, like] they did other boys of my age.
3. I have — [less, fewer] players on my side than you have on yours.
4. The next August he — [accepted, excepted] a coaching position in Idaho.
5. Matilda wants us to — [let, leave] her have charge of the decorations.
6. The phosphorescence came bubbling in the water — [as if, like] there were a great fire below us.
7. A really bad criminal cannot be — [affected, effected] to a very great degree by the life in a prison.
8. Therefore on the appointed day Jason, with little difficulty, — [yoked, yolked] the bulls together and plowed the field.
9. The horse could not switch the fly with — [its, it's] — [tail, tale].
10. I never knew before what — [affect, effect] the explosion of a modern shell could have.
11. The noise from without — [detracted, distracted] the attention of the children within the schoolroom.
12. It is scarcely — [credible, creditable] that Larkin — [lead, led] a double life.
13. The redskin is not — [apt, liable, likely] to tell you where the village — [lays, lies].
14. A lone car traveled along the distant track — [as, like] a black bug creeping along.
15. General Grant could — [set, sit] as motionless as a — [statue, stature, statute].
16. In the race between the tortoise and the — [hair, hare], the — [later, latter] was — [quiet, quite] sure he could win out.

D. Barbarisms, Slang, Faulty Idioms, etc.

The diction of the following sentences is incorrect or inappropriate for written discourse. Improve the sentences.

1. Hello. Are you nearly finished?
2. The flour and butter are placed into the pail.
3. The play ends when Othello suicides.
4. I disremember just where I last saw that galoot.
5. We kids gave the newcomer the once-over.
6. We had to canoe to shore for the portage.
7. It took a man capable of a leader to overcome the hardships of the new world.
8. If they keep a-going, they will clean up on everybody and win out in the race for the cup.
9. I had scarcely reached home than the girls asked what the Lusks had for dinner.
10. A leopard then arrived to the watering hole for to get a drink.
11. The philosophy and thought of the old man's warning are such that will always stay with me.
12. At this convention a candidate is nominated, and the platform is planked up.
13. My next try was to pick out the gink who was causing the discord.
14. To the side, at the rear, were the stables, long, low, white buildings, and in back of them were the cabins for the negroes.
15. Here you are on your own hook, and nobody jacks you up on account of your work.
16. The queer-shaped buildings, the narrow alleys, and the rivers which served as streets were far in contrast to those of London.
17. I perchanced to meet the eyes of your lady friend. Her height makes her noticeable from others.

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No one is able to spell all unusual words on demand. But every one must spell correctly even unusual words in formal writing. The writer has time or must take time to consult a dictionary. The best dictionaries are *Webster's New International Dictionary*, the *New Standard Dictionary* (less conservative than Webster's), the *Century Dictionary and Cyclopedia* (Volume 11 of the *Century* is the best place to look for proper names), and *Murray's New English Dictionary* (very thorough, each word being illustrated with numerous quotations to show historical development). An abridged edition of one of these (the price is two to five dollars) should be accessible to each student who cannot buy the larger volumes. The best are: *Webster's Collegiate Dictionary*, *Webster's Secondary School Dictionary*, *Funk and Wagnalls Desk Standard Dictionary*, and the *Oxford Concise Dictionary*.

But the student will be spared constant recourse to the dictionary, and will save himself much time and many humiliations, if he will employ the rules and principles which follow.

Recording Errors

70. Keep a list of all the words you misspell, copying them several times in correct form. Concentrate your effort upon a few words at a time—upon those words which you yourself actually misspell. The list

will be shorter than you think. It may comprise not more than twenty or thirty words. Unless you are extraordinarily deficient, it will certainly not comprise more than a hundred or a hundred and fifty. Find where your weakness lies; then master it. You can accomplish the difficult part of the task in a single afternoon. An occasional review, and constant care when you write, will make your mastery permanent.

After this, and only after this, begin slowly to learn the spelling of words which you do not yourself use often, but which are a desirable equipment for all educated men. See the list under 79. *Concentrate your effort upon a few words at a time.* It is better to know a few exactly than a large number hazily. Form the mental habit of being always right with a small group of words, and extend this group gradually.

Exercise:

Prepare for your instructor a corrected list of words which you have misspelled in your papers to the present time.

Pronouncing Accurately

71. Avoid slovenly pronunciation. Careful articulation makes for correctness in spelling.

Watch the vowels of unaccented syllables; give them distinct (not exaggerated) utterance, at least until you are familiar with the spelling. Examples: *separate, opportunity, everybody, sophomore, divine.*

Sound accurately all the consonants between syllables, and do not sound a single consonant twice. Ex-

SPELLING

amples: *candidate*, *government*, *surprise* (not *sup-prise*), *omission* (compare *occasion*), *defer* (compare *differ*).

Sound the *g* in final *-ing*. Examples: *eating*, *running*.

Pronounce the *-al* of adverbs derived from adjectives in *-ic* or *-al*. Examples: *tragically*, *occasionally*, *generally*, *ungrammatically*.

Do not transpose letters; place each letter where it belongs. Examples: *perspiration* (not *prespiration*), *tragedy* (not *trade-gy*).

Note.—The principle of phonetic spelling as stated above applies to many words, but by no means to all. The Simplified Spelling Board would extend this principle by changing the spelling of words to correspond with their actual sounds. It recommends such forms as *tho*, *thru*, *enuf*, *quartet*, *catalog*, *program*. If the student employs these forms, he must use them consistently. Many writers oppose simplified spelling; many advocate it; many compromise. Others desire to supplant our present alphabet with one more nearly phonetic, and prefer, until this fundamental reform takes place, to preserve our present spelling as it is.

Exercise:

Copy the following words slowly, pronouncing the syllables as you write: *accidentally*, *accommodate*, *accurately*, *artistically*, *athletics* (not *atheletics*), *boundary*, *candidate*, *cavalry*, *commission*, *curiosity*, *defer*, *definite*, *description*, *despair*, *different*, *dining room*, *dinned*, *disappoint*, *divide*, *divine*, *emphatically*, *eighth*, *everybody*, *February*, *finally*, *god-*

dess, government, hundred, hurrying, instinct, laboratory, library, lightning, might have (not might of), naturally, necessary, occasionally, omission, opinion, opportunity, optimist, partner, perform, perhaps, perspiration, prescription, primitive, privilege, probably, quantity, really, recognize, recommend, reverence, separate, should have (not should of), sophomore, strictly, superintendent, surprise, temperance, tragedy, usually, whether.

Logical Kinship in Words

72. Get help in spelling a difficult word by thinking of related words. To think of *ridiculous* will prevent your writing *a* for the second *i* of *ridicule*; to think of *ridicule* will prevent your writing *rediculous*. To think of *prepare* will prevent your writing *preperation*; to think of *preparation* will forestall *preparitory*. To think of *busy* will save you from the monstrosity *buisness*. To think of the prefixes *re-* (meaning *again*) and *dis-* (meaning *not*), and the verbs *commend* and *appoint*, will prevent your writing *recommend* or *disappoint* with a double *c* or *s*.

Note.—The relationship between words is not always a safe guide to spelling. Observe *four, forty; nine, ninth; maintain, maintenance; please, pleasant; speak, speech; prevail, prevalent*. Do not confuse the following prefixes, which have no logical connection:

<i>ante-</i> (before)	<i>anti-</i> (against, opposite)
<i>de-</i> (from, about)	<i>dis-</i> (apart, away, not)
<i>per-</i> (through, entirely)	<i>pre-</i> (before)

SPELLING

Exercise:

1. Write the nouns corresponding to the following verbs: *prepare, allude, govern, represent*.
2. Write the adjectives corresponding to the following nouns and the nouns corresponding to the following adjectives: *desperation, ridiculous, miraculous, grammatical, arithmetical, busy, academy, origin*.
3. Write the adverbs corresponding to the following adjectives: *real, sure, actual, hurried, accidental, incidental, grammatical*.
4. Copy the following pairs of related words or related forms of words: *labor, laboratory; debate, debater; base, based; deal, dealt; chose, chosen; mean, meant*.
5. Write each of the following words with a hyphen between the prefix and the body of the word: *antedate, antecedent, anticlimax, antitoxin, describe, description, disappoint, disappear, disease, dissatisfy, disserve, permit, perspire, prescription, preconceive, recollect, recommend, reconsider*.

Superficial Resemblances between Words

73. Guard against misspelling a word because it bears a superficial resemblance, in sound or appearance, to some other word. Most of the words in the following list have no logical connection; the resemblance is one of form only (*angel, angle*). But a few words are included which are different in spelling in spite of a logical relation (*breath, breathe*).

accept (to receive)
except (to exclude, with
exclusion of)

advise (verb)

affect (to influence in part)
effect (to bring to pass totally)

advice (noun)

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alley (a back street)	clothes (garments)
ally (a confederate)	cloths (pieces of cloth)
allusion (a reference)	coarse (not fine)
illusion (a deceiving appearance)	course (route, method of behavior)
all right	conscious (aware)
almost	conscience (an inner moral sense)
already	
altogether	dairy
always	diary
altar (a structure used in worship)	device (noun)
alter (to make otherwise)	devise (verb)
angel (a celestial being)	desert (a barren country)
angle (the meeting place of two lines)	dessert (food)
baring (making bare)	dining room
barring (obstructing)	dinning
bearing (carrying)	disappear
born (brought into being)	disappoint
borne (carried)	disavowal
breath (noun)	dissatisfaction
breathe (verb)	dissimilar
	dissipate
	dissuade
capital (a city)	
capitol (a building)	decent (adjective)
canvas (a cloth)	descent (downward slope or motion)
canvass (to solicit)	dissent (a disagreement)

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dual (adjective)	instants (periods of time)
duel (noun)	
	isle (an island)
formally (in a formal way)	aisle (a narrow passage)
formerly (in time past)	
	its (possessive pronoun)
forth	it's (contraction of <i>it is</i>)
forty	
four	Johnson, Samuel
fourth	Jonson, Ben
freshman	later (comparative of <i>late</i>)
freshmen (not used as adjective)	latter (the second)
gambling (wagering money on games of chance)	lead (present tense)
gamboling (frisking or leaping with joy)	led (past tense)
guard	lessen (verb)
regard	lesson (noun)
hear	liable (expresses responsibility or disagreeable probability)
here	likely (expresses probability)
hinder	loose (free, not bound)
hindrance	lose (to suffer the loss of)
holly (a tree)	maintain
holy (hallowed, sacred)	maintenance
wholly (altogether)	
	nineteenth
hoping (from <i>hope</i>)	ninetieth
hopping	ninety
	ninth
instance (an example)	past (adjective, adverb, preposition)

SPELLING

passed (verb, past tense)	recede
peace (a state of calm)	supersede
piece (a fragment)	pre cé dence (act or right of preceding)
perceive	préc e dents (things said or done before, now used as authority or model)
perform	presence (state of being present)
persevere	presents (gifts)
persuade	prevail
purchase	prevalent
pursue	principal (chief, leading, the leading official of a school, a sum of money)
personal (private, individual)	principle (a general truth)
personnel (the body of persons engaged in some activity)	quiet (still)
Philippines	quite (completely)
Filipino	rain
plain (clear; adjective)	reign (rule of a monarch)
plain (flat region; noun)	rein (part of a harness)
plane (flat; adjective)	respectfully ("Yours respectfully")
plane (geometrical term; noun)	respectively (in a way proper to each—should never be used to close a letter)
planed (past tense of <i>plane</i>)	right
planned (past tense of <i>plan</i>)	rite (ceremony)
pleasant	write
please	
precede	
proceed	
succeed	
exceed	
concede	
intercede	

} these three are the
"double *e* group"

SPELLING

seize	therefor (to that end, for that thing)
siege	therefore (for that reason)
shone (past tense of <i>shine</i>)	till
shown (past participle of <i>show</i>)	until
sight (view, spectacle)	to
site (situation, a plot of ground reserved for some use)	too
cite (to bring forward as evidence)	two
track (an imprint, or a road)	tract (an area of land)
tract (a treatise on religion)	
speak	village
speech	villain
Spencer, Herbert (scientist)	wandering
Spenser, Edmund (poet)	wondering
stationary (not moving)	weak (not strong)
stationery (writing materials)	week (seven days)
statue (a sculptured likeness)	weather
stature (height, figure)	whether
statute (a law)	
steal (to take by theft)	whole (entire)
steel (a variety of iron)	hole (an opening)
than	who's (who is)
then	whose (the possessive of <i>who</i>)
their (belonging to them)	your (indicates possession)
there (in that place)	you're (contraction of <i>you are</i>)
they're (they are)	

Exercise :

1. Then — [to, too, two], he wished to take the — [coarse, course] in electricity, if he could — [device, devise] means of so doing.
2. — [Their, There, They're] are many reasons why we should not — [loose, lose] control now. I shall — [sight, site, cite] some of them.
3. The sun — [shone, shown] — [weak, week] and drooping, as it had a perfect — [right, rite, write] to do.
4. The usher — [lead, led] the visitors slowly down the — [aisle, isle] to the — [altar, alter]. A dim light came from the candles — [born, borne] by boys.
5. — [Your, You're] fortunate in having a new suit of — [clothes, cloths]. — [Its, It's] more than I can afford. — [Their, There, They're] — [to, too, two] expensive.

Words in *ei* or *ie*

74.

Write *i* before *e*When sounded as *ee*Except after *c*.

Examples: *believe, grief, chief*; but *receive, deceive, ceiling*.

Exceptions: *Neither financier seized either species of weird leisure*. (Also a few uncommon words, like *seignior, inveigle, plebeian*.)

Rules based on a key-word, *lice*, *Alice*, *Celia* (*i* follows *l* and *e* follows *c*) apply after two consonants only, and do not help one to spell a word like *grief*. Rule 74 applies after all consonants.

Note.—The words in which the sound is *ee* are the words

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really difficult to spell. When the sound is any other than *ee* (especially when it is *a*), *i* usually follows *e*. Examples: *veil*, *weigh*, *freight*, *neighbor*, *height*, *sleight*, *heir*, *heifer*, *counterfeit*, *foreign*, etc.

Exceptions: *ancient*, *friend*, *sieve*, *mischief*, *fiery*, *tries*, etc.

Exercise:

Write the following words, supplying *ei* or *ie*: *th—f*, *—ther*, *s—ge*, *rel—f*, *n—ce*, *fr—ght*, *r—n*, *w—ld*, *n—ghbor*, *s—ge*, *n—ther*, *ach—ve*, *bel—f*, *w—rd*, *undec—ve*, *rec—pt*, *br—f*, *c—ling*, *sl—gh*, *l—sure*, *gr—f*, *f—nd*, *y—ld*, *perc—ve*, *conc—ve*, *p—rce*, *ap—ce*.

Doubling a Final Consonant

- 75.** Monosyllables and words accented on the final syllable, if they end in one consonant preceded by a single vowel, double the consonant before a suffix beginning with a vowel.

Examples: (a) Words derived from monosyllables: *plan-ned*, *clan-nish*, *get-ting*, *hot-test*, *bag-gage*. (b) Words derived from words accented on the final syllable: *begin-ning*, *repel-lent*, *unregret-ted*.

Note 1.—There are four distinct steps in the application of this rule. (1) The primary word must be found. To decide whether *begging* contains two *g*'s, we must first think of *beg*. (2) The primary word must be a monosyllable or a word accented on the final syllable.

Hit and *allot* meet this test; *open* does not. *Deferred* and *differed*, *preferred* and *proffered*, *committed* (or *committee*) and *prohibited* double or refrain from doubling the final consonant of the primary word according to the position of the accent. The seeming discrepancy between *preferred* and *preferable*, between *conferred* and *conference*, is due to a shifting of the accent to the first syllable in the case of *preferable* and *conference*. (3) The primary word must end in one consonant. *Trace*, *oppose*, *interfere*, *help*, *reach*, and *perform* fail to meet this test, and therefore in derivatives do not double the last consonant. *Assurance* has one *r*, as it should have; *occurrence* has two *r*'s, as it should have. (4) The final consonant of the primary word must be preceded by a single vowel. This principle excludes the extra consonant from *needy*, *daubed*, and *proceeding*, and gives it to *running*.

Note 2.—After *q*, *u* has the force of *w*. Hence *quitting*, *quizzes*, *squatter*, *acquitted*, *equipped*, and similar words are not really exceptions to the rule.

Exercise:

1. Write the present participle (in *-ing*) of *din* (not *dine*), *begin*, *sin* (compare *shine*), *stop*, *prefer*, *rob*, *drop*, *occur*, *omit*, *swim*, *get*, *commit*.
2. Write the past tense (in *-ed*) of *plan* (not *plane*), *star* (compare *stare*), *stop* (compare *slope*), *lop* (not *lope*), *hop* (not *hope*), *fit*, *benefit*, *occur* (compare *cure*), *offer*, *confer*, *bat* (compare *abate*).

Final *e* before a Suffix Beginning with a Vowel

76. Words that end in silent *e* usually drop the *e* in derivatives or before a suffix beginning with a vowel.

Examples: *bride, bridal; guide, guidance; please, pleasure; fleece, fleecy; force, forcible; argue, arguing; arrive, arrival; conceive, conceivable; college, collegiate; write, writing; use, using; change, changing; judge, judging; believe, believing.*

Note 1.—Of the exceptions some retain the *e* to prevent confusion with other words. Exceptions: *dyeing, singeing, mileage, acreage, hoeing, shoeing, agreeing, eyeing.* The exceptions cause comparatively little trouble. One rarely sees *hoing* or *shoing*; one often sees *hoping* and *inviteing*.

Note 2.—After *c* or *g* and before a suffix beginning with *a* or *o* the *e* is retained. The purpose of this retention is to preserve the soft sound of the *c* or *g*. (Observe that *c* and *g* have the hard sound in *cable, gable, cold, go.*)

Examples: *peaceable, changeable, noticeable, serviceable, outrageous, courageous, advantageous.*

Exercise:

1. Write the present participle of the following words: *use, love, change, judge, shake, hope, shine, have, seize, slope, strike, dine, come, place, argue, achieve, emerge, arrange, abide, oblige, subdue.*
2. Write the present participle of the following words: *singe, tinge, dye, agree, eye.*
3. Write the *-ous* or *-able* form of the following words: *trace,*

love, blame, move, conceive, courage, service, advantage, umbrage.

4. Write the adjectives which correspond to the following nouns: *force, sphere, vice, sense, fleece, college, hygiene.*
5. Write the nouns which correspond to the following verbs: *please, guide, grieve, arrive, oblige, prepare, inspire.*

Plurals

77a. Most nouns add *s* or *es* to form the plural. Examples: *word, words; fire, fires; negro, negroes; Eskimo, Eskimos; leaf, leaves* (*f* changes to *v* for the sake of euphony); *knife, knives.*

b. Nouns ending in *y* preceded by a consonant (or by *u* as *w*) change the *y* to *i* and add *es* to form the plural. Examples: *sky, skies; lady, ladies; colloquy, colloquies; soliloquy, soliloquies.*

Other nouns ending in *y* form the plural in the usual way. Examples: *day, days; boy, boys; monkey, monkeys; valley, valleys.*

c. Compound nouns usually form the plural by adding *s* or *es* to the principal word. Examples: *sous-in-law, passers-by; but stand-bys.*

d. Letters, signs, and sometimes figures, add *'s* to form the plural. Examples: Cross your *t's* and dot your *i's*; *? 's*; *\$'s*; *3's* or *3s.*

e. A few nouns adhere to old declensions. Examples: *ox, oxen; child, children; goose, geese; foot, feet;*

SPELLING

mouse, mice; man, men; woman, women; sheep, sheep; deer, deer; swine, swine.

f. Words adopted from foreign languages sometimes retain the foreign plural. Examples: *alumnus, alumni; alumna, alumnae; fungus, fungi; focus, foci; radius, radii; datum, data; medium, media; phenomenon, phenomena; stratum, strata; analysis, analyses; antithesis, antitheses; basis, bases; crisis, crises; oasis, oases; hypothesis, hypotheses; parenthesis, parentheses; thesis, theses; beau, beaux; tableau, tableaux; Mr., Messrs. (Messieurs); Mrs., Mmes. (Mesdames).*

Exercise:

Write the singular and plural of the following words: *day, sky, lady, wife, leaf, loaf, negro, potato, tomato, pass, glass, boat, beet, flash, crash, bead, box, passenger, messenger, son-in-law, Smith, Jones, jack-o'-lantern, hanger-on, stratum, datum, phenomenon, crisis, basis, thesis, analysis.*

Compounds

Many good writers use hyphens rarely if at all, and write the two members of a compound either solid or (more often) separately. But the following rules make logical distinctions possible and are observed by the majority of careful writers.

8a. Use a hyphen between two or more words which serve as a single adjective before a noun: *iron-bound bucket, well-kept lawn, twelve-inch main, normal-school teacher, up-to-date methods, twentieth-century ideas, devil-may-care expression, a twenty-dollar-a-week clerk.*

But when the words follow the noun, the hyphen is omitted. *The lawn is well kept. Methods up to date in every way.*

Also adverbs ending in *-ly* are not ordinarily made into compound modifiers: *nicely kept lawn, securely guarded treasure.*

b. Use a hyphen between members of a compound noun when the second member is a preposition, or when the writing of two nouns solid or separately might confuse the meaning: *runner-up, kick-off, letting-down of effort, son-in-law, jack-o'-lantern, Pedro was a bull-fighter, a woman-hater, Did you ever see a shoe-polish like this?*

c. Use a hyphen in compound numbers from twenty-one to ninety-nine, and in fractions according to the following examples:

Twenty-three, eighty-nine; but one hundred and one.

Twenty-third, ninety-ninth man.

Three-fourths, four and two-thirds, thirty-hundredths, thirty-one hundredths.

But omit the hyphen in simple fractions when loosely used: *Three quarters of my life are spent. One third of his fortune.*

d. A hyphen is not used in the following common words: *airship, altogether, anybody, baseball, basketball, everybody, football, goodby, handbook, herself, himself, inasmuch, itself, midnight, myself, neverthe-*

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less, newspaper, nobody, nothing (but no one), nowadays, railroad, sunset, themselves, together, typewritten, wherever, without, workshop, yourself.

e. For words that do not come within the scope of rules, consult an up-to-date dictionary. Compounds tend, with the passing of time, to grow together. Once men wrote *steam boat*, later *steam-boat*, and finally *steamboat*. New-coined words are usually hyphenated; old words are often written solid. The degree of intimacy between the parts of a compound word affects usage; thus we write *sun-motor*, but *sunbeam*; *birth-rate*, but *birthday*; *cooling-room*, but *bedroom*; *non-conductor*, but *nonsense*. The ease with which a vowel blends with the consonant of a syllable adjoining it affects usage; thus *self-evident*, but *selfsame*; *non-existent*, but *nondescript*; *un-American*, but *unwise*. Many compounds, however, are still uncontrolled by usage; whether they should be written as two words or one, whether with or without the hyphen, the dictionaries themselves do not agree.

Exercise:

Copy the following expressions, inserting hyphens where they are necessary: *a business like step, a death like stillness, normal school teacher, a twenty dollar a week clerk, a touch me not expression, two dollar gloves, faces much wrinkled, jumping off place, two headed calves, night blooming lily, a vigorous wind up, a coat out at elbows, extravagantly dressed fellows, heavier than air craft, altogether without railroads, twenty five feet of one inch pipe, fortunate president elect, prospective son in law, seventy five dollar bills with four fifths as many more make one hundred and thirty five dollars, an I'm ready let's go expression, a lady in waiting, a self confessed tax dodger, a*

left handed monkey wrench, one man government, a snapper up of trifles, the wished for spelling bee, a Congressman at large.

79.

SPELLING LIST

The English language comprises about 450,000 words. Of these a student uses only a few thousand. Of these, in turn, not more than four or five hundred are frequently misspelled. The following list includes nearly all of the words which give serious trouble. Certain American colleges using this list require of freshmen an accuracy of ninety per cent.

absurd	alter	ascend	biscuit
academy	altogether	asks	boundaries
accept	alumnus	athletic	brilliant
accidentally	always	audience	Britain
accommodate	amateur	auxiliary	Britannica
accumulate	among	awkward	buoyant
accustom	analogous		bureau
acquainted	analysis	balance	business
acquitted	angel	barbarous	busy
across	angle	baring	
addressed	annual	barring	calendar
adviser	anxiety	baseball	candidate
aeroplane	apparatus	based	can't
affects	appearance	bearing	cemetery
aggravate	appropriate	becoming	certain
alley	arctic	before	changeable
allotted	argument	beggar	changing
all right	arising	begging	characteristic
ally	arithmetic	beginning	chauffeur
already	arrange	believing	choose
altar	arrival	benefited	chose

SPELLING

chosen	descend	enemy	gambling
clothes	describe	equipped	generally
coarse	description	especially	goddess
column	despair	etc.	government
coming	desperate	everybody	governor
commission	destroy	exaggerate	grammar
committee	develop	exceed	grandeur
comparative	device	excellent	grievous
compel	devise	except	guard
compelled	dictionary	exceptional	guess
competent	difference	exhaust	guidance
concede	digging	exhilarate	
conceivable	dilemma	existence	harass
conferred	dining room	expense	haul
conquer	dinning	experience	having
conqueror	disappear	explanation	height
conscience	disappoint		hesitancy
conscientious	discipline	familiar	holy
considered	disease	fascinate	hoping
continuous	dissatisfied	February	huge
control	dissipate	fiery	humorous
controlled	distinction	fifth	hundredths
coöperate	distribute	finally	hurriedly
country	divide	financier	hygienic
course	divine	forfeit	
courteous	doctor	formally	imaginary
courtesy	don't	formerly	imitative
cruelty	dormitories	forth	immediately
cylinder	drudgery	forty	immigration
	dying	fourth	imminent
dealt		frantically	impromptu
debater	ecstasy	fraternity	incidentally
deceitful	effects	freshman	incidents
decide	eighth	(adj.)	incredulous
decision	eliminate	friend	independence
deferred	embarrass	fulfil	indispensable
definite	eminent	furniture	induce
derived	encouraging	gallant	influence

SPELLING

infinite	manufacturer	occurring	planned
instance	many	o'clock	pleasant
instant	marriage	offered	politician
intellectual	Massachusetts	officers	politics
intelligence	material	omission	possession
intentionally	mathematics	omitted	possible
intercede	mattress	opinion	practically
invitation	meant	opportunity	prairie
irresistible	messenger	optimistic	precede
its	miniature	original	precedence
it's	minutes	outrageous	precedents
itself	mischievous	overrun	preference
judgment	Mississippi	paid	preferred
knowledge	misspelled	pantomime	prejudice
laboratory	momentous	parallel	preparation
ladies	murmur	parliament	primitive
laid	muscle	particularly	principal
later	necessary	partner	principle
latter	negroes	pastime	prisoner
lead	neither	peaceable	privilege
led	nickel	perceive	probably
liable	nineteenth	perception	proceed
library	ninetieth	peremptory	prodigy
lightning	ninety	perform	profession
likely	ninth	perhaps	professor
literature	noticeable	permissible	prohibition
loneliness	nowadays	perseverance	promissory
loose		personal	prove
lose	oblige	personnel	purchase
losing	obstacle	perspiration	pursue
lying	occasion	persuade	putting
	occasionally	pertain	quantity
maintain	occur	pervade	quiet
maintenance	occurred	physical	quite
manual	occurrence	picnic	quizzes
		picnicking	rapid

SPELLING

ready	shining	syllable	using
really	shone	symmetrical	usually
recede	shown		
receive	shriek	temperament	vacancy
recognize	siege	tendency	vengeance
recommend	similar	than	vigilance
reference	since	their	village
referred	smooth	there	villain
regard	soliloquy	therefore	weak
region	sophomore	they 're	wear
religion	speak	thorough	weather
religious	specimen	thousandths	Wednesday
repetition	speech	till	week
replies	statement	to	weird
representative	stationary	together	welfare
restaurant	stationery	too	where
rheumatism	statue	track	wherever
ridiculous	stature	tract	whether
	statute	tragedy	which
sacrilegious	steal	tranquillity	whole
safety	steel	transferred	wholly
sandwich	stops	translate	who 's
schedule	stopped	treacherous	whose
science	stopping	treasurer	wintry
scream	stories	tries	wiry
screech	stretch	trouble	within
seems	strictly	truly	without
seize	succeeds	Tuesday	women
sense	successful	two	world
sentence	summarize	typical	writing
separate	superintendent	tyranny	written
sergeant	supersede		
several	sure	universally	your
shiftless	surprise	until	you're

Note 1.—The following words have more than one correct form, the one given here being preferred.

SPELLING

abridgment	check	gild	mold
acknowledgment	criticize	gipsy	mustache
analyze	develop	glamor	odor
ax	development	goodby	program
boulder	dulness	gray	prolog
caliber	endorse	inquire	skilful
catalog	esthetic	medieval	theater
center	gaiety	meter	traveler

Note 2.—In English spelling an *e* is added after *g* in two of the foregoing words—*judgment* and *abridgment*. English spelling is more likely than American to retain final *e* when a suffix is added; witness the two words just cited, also such forms as *likeable* and *tameable*. English spelling also inserts *u* after *o* in words like *favor*, *honor*, *labor*, *rumor*.

MISCELLANEOUS

Manuscript

80a. Titles. Center a title on the page. Capitalize important words. It is undesirable to place a period after a title, but a question mark or exclamation point should be used when one is appropriate. Do not underscore the title, or unnecessarily place it in quotation marks. Leave a blank line under the title, before beginning the body of the writing. Ordinarily, do not refer to the title in the first line of a theme.

Faulty: Color Photography

I am interested in this new development of science. For a long time I . . .

Right: Color Photography

Taking pictures in color has long appealed to me as an interesting possibility. . . .

b. Spacing. Careful spacing is as necessary as punctuation. Place writing on a page as you would frame a picture, crowding it toward neither the top nor the bottom. Leave liberal margins. Leave a space after a word, and a double space after a sentence. Leave room between successive lines, and do not let the loops of letters run into the lines above or below.

c. Handwriting. Write a clear, legible hand. Connect all the letters of a word. Form *a*, *o*, *u*, *n*, *e*, *i* properly. Write out *and* horizontally. Avoid unnecessary flourishes in capitals, and curlicues at the end of words. Dot

REFERENCES AND QUOTATIONS

your *i*'s and cross your *t*'s; not with circles or long eccentric strokes, but simply and accurately. Let your originality express itself not in ornate penmanship, or unusual stationery, or literary affectations, but in the force and keenness of your ideas.

- d. Deletion.** To cancel a word, draw through it a horizontal line. Never use parentheses to indicate deletion.

References and Quotations

- 81a. Indicate sources.** If you borrow a passage, a sentence, or even an idea, from a book, an article, or a lecture, acknowledge your indebtedness fully. Any other course is dishonest.

Methods of indicating sources:

(1) Add a note at the end of the composition. If the indebtedness is slight, write simply, "Idea suggested by the reading of Bacon's essay *Of Gardens*". If the indebtedness is considerable (no matter how much the expression of the ideas is changed), make a formal acknowledgment as follows:

Sources of material:

Macaulay: *The History of England*, Vol. 1, p. 52 ff. (A discussion of the Puritans in England.)

The Cambridge History of American Literature, Book I, Chap. 3, p. 31 ff. (An account of the Puritans in America.)

(2) Make acknowledgment in the body of the composition.

Right: The solemnity and severity of the early Puritans may have been intensified by the fact that they emphasized Old

REFERENCES AND QUOTATIONS

Testament rather than New Testament scripture. This appears to be the view of Macaulay (See *The History of England*, Vol. I, p. 52). In America the Puritan rigor experienced a gradual thawing under the influence of new surroundings and new ideas. (See *The Cambridge History of American Literature*, Book I, Chap. 3, p. 31.)

(3) Acknowledge each source in a footnote.

Write a small number ¹, ², ³, or a symbol *, †, ‡, after the quoted passage. At the bottom of the page, after a corresponding number or symbol, make a complete reference to the source, naming author, title, and page, as illustrated under (1).

- b. Place in quotation marks all sentences borrowed literally.** The original should be quoted word for word, letter for letter. If you omit a word or passage, indicate the omission by a series of dots, thus A short quotation may be imbedded in a paragraph with other material. A longer quotation should be paragraphed separately.

- c. Use marginal indention as an aid to clearness.** Write verse as verse, separating it from prose which may precede or follow, and keep the original division of lines.

Right:

Hackley, the driver, was a listless fellow who saw nothing of interest in nature. He was like Peter Bell:

"A primrose by a river's brim
A yellow primrose was to him,
And it was nothing more".

He seemed never fully awake.

Capitals

82a. Begin with a capital a sentence, a line of poetry, or a quoted sentence. But if only a fragment of a sentence is quoted, the capital should be omitted.

Right: He said, "The time has come".

Right: The question is, Shall the bill pass?

Right: They said they would "not take no for an answer".

Right: "The good die first,

And they whose hearts are dry as summer dust
Burn to the socket."—Wordsworth.

b. Begin proper names, and all important words used as or in proper names, with capitals. Words not so used should not begin with capitals.

Right: Mr. George K. Rogers, the Principal of the Urbana High School, a college president, the President of the Senior Class, a senior, the Second Corps of the Army of Northern Virginia, three battalions of infantry, the Fourth of July, on the tenth of June, the House of Representatives, an assembly of delegates, a Presbyterian church, the separation of church and state, the Baptist Church, the Society for the Prevention of Cruelty to Animals, a creek known as Black Oak Creek, the Republican Party, a party that advocates high tariff, Rocky Mountains, The Bible, God, The Christian Era, Wednesday, in the summer, living in the South, turning south after taking a few steps to the east, one morning, O dark-haired Evening! *italic type*, watt, pasteurize, herculean effort.

Exception.—The preceding examples show formal usage.

The tendency in contemporary usage is to employ fewer

CAPITALS

capitals. Thus synonyms for proper names are often begun with lower-case letters; and in phrases that embody proper names, often the key-word only is capitalized, or if there is no key-word, lower-case letters are used throughout.

Permissible: "How are you, colonel?" the senator inquired.

The principal of the Urbana high school, the Mississippi river, the gulf of Mexico, Regent street, Lawrence county, the Republican party, Mason and Dixon's line, the south pole, the big dipper, the cotton belt.

Note.—Observe that the name of a season is not capitalized, unless personified. The name of a point of the compass is not capitalized unless it refers to a definite geographical region.

C. Begin with a capital an adjective which designates a language or a race.

Right: A Norwegian peasant, Indian arrowheads, English literature, the study of French.

D. In the titles of books or themes capitalize the first word and all other important words. Prepositions, conjunctions, and articles are usually not important.

Right: *The English Novel in the Time of Scott, War and Peace, Travels with a Donkey, When I Slept under the Stars.*

E. Miscellaneous uses. Capitalize the pronoun I, the interjection O, titles that accompany a name, and abbreviations of proper names.

Right: Battery F, 150 F. A.; Mobile, Ala.; Dr. Stebbins.

Exercise:

1. the phi beta kappa society was organized december 5, 1776, at the college of william and mary, williamsburg, virginia.
2. near the bay of naples and southeast of the city of naples, are the ruins of pompeii. in 79 a.d. the city was destroyed by an eruption of vesuvius.
3. in the story of *rasselas* by dr. samuel johnson the young prince of abyssinia seeks over the whole world for happiness.
4. while i was in paris, peter levett and i climbed the eiffel tower, which stands on the southern bank of the seine. not far away is the hôtel des invalides where napoleon is buried.
5. The most enterprising man in the settlement on the bank of the james river, captain john smith, was captured by the indians and taken before powhatan, their chief. His life was saved by pocahontas, an indian princess who afterwards married an englishman and even visited england.

Italics

In manuscript, a horizontal line drawn under a letter or word is a sign for the printer to use italic type.

83a. Quoted titles of books, periodicals, and manuscripts are usually italicized.

Right: I admire Shakespeare's *Hamlet*. [The italics make the reader know that the writer means *Hamlet* the play, not Hamlet the man.]

Right: John Galsworthy's novel *The Patrician* appeared in serial form in the *Atlantic Monthly*.

Note 1.—The titles of articles, of chapters within books, of individual short poems, and the like are usually placed in quotation marks. Thus books and the subdivisions

ITALICS

of books may be named together without confusion. Example: See *Encyclopedia Britannica*, Vol. II, p. 427, "Modern Architecture".

When books and subdivisions are *not* named together, usage is sometimes reversed; that is, the titles of books are placed in quotation marks, and the titles of subdivisions are italicized. But this is not the best practice.

In connected writing not stiffly formal, where the context and the use of capital letters make confusion of any sort impossible, neither italics nor quotation marks need be used for titles of books or of subdivisions of books. Example: When I read David Copperfield, I was impressed with the title of the opening chapter—I Am Born.

Note 2.—When the title of a book, chapter, short poem, or the like begins with an article (*a*, *an*, or *the*), the article should be included as a part of the title in all formal citations; that is, it should be capitalized and either italicized or placed in quotation marks. In informal citations it need not be included as a part of the title.

Formal citation: Do you know that a beautiful poem, "The Haunted Palace", is inserted in Poe's narrative, "The Fall of the House of Usher"?

Informal citation: I ran across the Haunted Palace while I was reading the Fall of the House of Usher.

The, even when officially a part of the title of a periodical, is not usually italicized (or placed in quotation marks). Nor is the name of a city or other geographical unit.

Right: You can get the world news in the weekly edition of the Springfield *Republican*.

b. Words from a foreign language, unless they have been anglicized by frequent use, are italicized.

Right: A great noise announced the coming of the *enfant terrible*.

Right: A play always begins *in medias res*.

c. The names of ships are usually italicized.

Right: The *Saxonia* will sail at four o'clock.

d. Words taken out of their context and made the subject of discussion are italicized or placed in quotation marks.

Right: *So* is a word faded and colorless from constant use.

Right: The *t* in the word *often* is not pronounced.

e. A word or passage requiring great emphasis is italicized. This device should not be used to excess. The proper way to secure emphasis is to have good ideas, and to use emphatic sentence structure in expressing them.

Exercise:

1. As I first read through the Autocrat of the Breakfast Table I decided that there was a lack of unity.
2. In the storm scene Lear is sublime. [Make two copies of this sentence, in the first indicating that the play is sublime, in the second indicating that the man is sublime.]
3. That passenger on the Leviathan does not know enough French to say *pardonnez moi*.
4. A critic in the New York Times speaks highly of the chapter called the Child at the Brookside in the Scarlet Letter.
5. You often omit the *y* in writing every.

Abbreviations

- 34a.** In ordinary writing avoid abbreviations. The following, however, are always correct: Mr., Messrs., Dr., or St. (Saint), before proper names; B. C. or A. D., when necessary to avoid confusion, after a date; and No. or \$ when followed by numerals.

In ordinary writing spell out

All titles, except those listed above.

Names of months, states, countries.

Christian names, unless initials are used instead.

Names of weights and measures, except in statistics.

Street, Avenue, Road, Railroad, Park, Fort, Mountain, Company, Brothers, Manufacturing, etc.

In ordinary writing, instead of & write *and*; for *viz.* write *namely*; for *i. e.*, write *that is*; for *e. g.* write *for example*; for *a. m.* and *p. m.* write *in the morning*, *this afternoon*, *tomorrow evening*, *Saturday night*. Do not use *etc.* (*et cetera*) when it can be avoided. Never place the word *and* before the sign *etc.* The Latin *et* means *and*.

- 0.** In business correspondence, technical writing, tabulations, footnotes, and bibliographies, or wherever brevity is essential, other abbreviations may be used. Even here, short words should not be abbreviated: Alaska, Hawaii, Idaho, Iowa, Maine, Ohio, Samoa, Utah, March, April, May, June, July.

Exercise:

1. In the A. M. we visited Central Pk., in the P. M. the Mus. of Natl. Hist. Afterward I bt. a pr. of gloves.
2. The Co.'s profits were greatly reduced last yr.
3. The soph. called up the prof. on the phone and asked what his grade was.
4. Steel went to the police dept. and gave a full acct. of the disturbance last Thurs.
5. In the mo. of Sept. I swam 50 yds. in an icy lake among the mtns. of Col.

Numbers

85a. It is customary to use figures for dates, for the street numbers in addresses, for reference to the pages of a book, and for statistics.

Right: June 16, 1924. 804 Chalmers Street. See Chapter 4, especially page 79.

Note.—It is desirable not to write *st*, *nd*, or *th* after the day of the month if the year is designated also. Right: March 3, 1924 (not March 3rd, 1924).

b. Figures are used for numbers which cannot be expressed in a few words. The dollar sign and figures are used with complicated sums of money.

Right: The farm comprised 3,260 acres. The population of Kansas City, Missouri, was 324,410 in 1920. He earned \$437 while attending school. The cost of the improvement was \$1,940.25.

c. In other instances than those specified in *a* and *b*, numbers as a rule should be written out. (This

SYLLABICATION

rule applies to numbers and to sums of money which can be expressed in a few words, to sums of money less than one dollar, and to ages and time of day.)

Right: The box weighs two hundred pounds. Xerxes had an army of three million men. I enclose seventy-five cents. He owed twelve hundred dollars. Grandfather Toland is eighty-seven years old. The train is due at a quarter past three.

Exercise:

1. Webdell was tackled and thrown within 6 inches of the goal line. It was hard to lose the touchdown by just $\frac{1}{2}$ a foot.
2. The committee reminds us that a \$0.10 assessment on each member would bring \$30 into the treasury.
3. On March 21st, 1924, a special election was held in the 2nd Congressional district. Only eight thousand, two hundred, and forty-six voters cast their ballots.
4. The automobile was running at the rate of 35 miles an hour. He saw an obstruction about 100 yards ahead.
5. The company has two hundred and seventy-nine employees in the offices, and one hundred and twenty-six on the road. The monthly expenditure for salaries is eighty-four thousand, three hundred and thirty-nine dollars.

Syllabication

86a. When a word is broken at the end of a line, use a hyphen there. Do not place a hyphen at the beginning of the second line.

b. Words are divided only between syllables: *depart-ment, dis-charge, ab-surd, univer-sity, pro-fessor* (not *depa-rtment, disc-harge, abs-urd, unive-rsity, prof-essor*).

- c.** Monosyllabic words are never divided: *which*, *through*, *dipped*, *speak* (not *wh-ich*, *thr-ough*, *dip-ped*, *spe-ak*).
- d.** A consonant at the junction of two syllables usually goes with the second: *recipro-cate*, *ordi-nance*, *intimate* (not *reciproc-ate*, *ordin-ance*, *intim-ate*). Sometimes two consonants are equivalent to a single letter: *falli-ble*, *photo-graph* (not *fallib-le*, *photog-raph*).
- e.** Two or more consonants at the junction of syllables are themselves divided: *en-ter-prise*, *com-mis-sary*, *inc-ar-nate* (not *ent-crpr-ise*, *comm-iss-ary*, *inc-arn-ate*).
- f.** A prefix or a suffix is usually set off from the rest of the word regardless of the rule for consonants between syllables: *ex-empt*, *dis-appoint*, *sing-ing*, *progress-ive*. But when a final consonant is doubled before a suffix the additional consonant goes with the suffix: *trip-ping*, *permit-ted*, *omis-sion*.
- g.** The best usage avoids separating one or two letters (unless in prefixes like *un* or suffixes like *ly*) from the rest of the word: *achieve-ment*, *enor-mous*, *re-mem-bered*, *dyspep-sia* (not *a-chievement*, *e-normous*, *remember-ed*, *dyspepsi-a*).

Exercise:

Place a hyphen between each pair of syllables in each word of more than one syllable: *miscreant*, *rigging*, *struck*, *undergo*, *mystify*, *attribute*, *contribute*, *disappear*, *misspell*, *perspiration*, *infallible*, *entering*, *disaster*, *annually*, *enough*, *scoundrel*, *sloped*, *suppress*, *transgressing*, *implicate*, *retarded*, *occurrence*, *rebuttal*, *infraction*, *cough*, *whipped*, *psychology*, *perplexity*, *encroach-*

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ment, curve, asbestos, twinge, vertebra, luggage, ecstasy, improvise, flagrant, buckskin, yacht, doctrine, matriculate, stealth, recollect, recommend, analysis.

Letters

Matters of Form

The parts of a letter are the heading, the inside address, the greeting, the body, the close, and the signature. For these parts good use prescribes definite forms, which we may sometimes ignore in personal letters, but must rigidly observe in formal or business letters.

87a. The heading of a letter should give the full address of the writer and the date of writing. Do not abbreviate short words, or omit Street or Avenue.

Objectionable: # 15 Hickory, Omaha.

Right: 15 Hickory Street, Omaha, Nebraska.

Objectionable: 4/12/19; 10-28-'21; May 2nd, 1910.

Right: April 12, 1919; October 28, 1921; May 2, 1910.

The following headings are correct:

106 East Race Street,

Red Oak, Iowa,

August 4, 1920.

432 Michigan Avenue

Chicago, Illinois

May 20, 1924

Prescott, Arizona, June 1, 1924.

Note.—In personal letters the heading may be transferred to the end, below the signature, at the left-hand side. But it must not be so divided that the street address will

appear in one place and the town and state in another.

The "closed" form of punctuation (the use of punctuation at the ends of the lines) is best until the student learns what is correct. Afterward, the adoption of the "open" form becomes purely a matter of individual taste and not a matter of carelessness or ignorance.

- b. An inside address and a greeting are required in business letters.** Personal letters contain the greeting, but may omit the inside address, or may supply it at the end of the letter.

The Jeffrey Chemical Works,
510 Marion Street,
Norfolk, Virginia.

Gentlemen:

Mr. Joseph N. Kellogg
1411 Lake Street
Cleveland, Ohio

Dear Mr. Kellogg:

Secretary of Rice Institute,
Houston, Texas.

My dear Sir:

Greetings used in business letters are:

My dear Sir:	Sir:
My dear Madam:	Sirs:
My dear Mr. Fisher:	Gentlemen:
Dear Sir:	Ladies:

Greetings used in personal letters are:

My dear Miss Brown:	Dear Mrs. Vincent,
Dear Professor Ward:	Dear Robert,
Dear Jones:	Dear Olive,

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"My dear Miss Brown" is more ceremonious than "Dear Miss Brown". As a rule, the more familiar the letter, the shorter the greeting.

A colon follows the greeting if the letter is formal or long; a comma, if the letter is familiar or in the nature of a note.

Both inside address and greeting begin at the left-hand margin. The body of the letter begins on the line below the greeting, and is indented as much as an ordinary paragraph (about an inch).

C. The body of a letter should be written in correct style.

1. Do not omit pronouns, or write a "telegraphic style".

Wrong: Just received yours of the 21st, and in reply would say your order has been filled and shipped.

Right: I have your letter of March twenty-first. Your order was promptly filled and shipped.

2. The idea that it is immodest to use *I* is a superstition. Undue repetition of *I* is of course awkward; but entire avoidance of it is silly.

3. Use simple language. Say "your letter"; not "your kind favor", or "yours duly received", or "yours of the 21st is at hand".

4. Avoid "begging" expressions which you obviously do not mean, especially the hackneyed "beg to advise".

Wrong: Received yours of the 3rd instant, and beg to advise we are out of stock.

Right: We received your order of March 3. We find that we have no more dining-room chairs B 2-4-6 in stock.

Wrong: I beg to enclose a booklet.

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Right: I enclose a booklet.

Wrong: Permit us to say that prices have been advanced.

Right: The prices on our goods have been advanced.

5. Avoid the formula "please find enclosed". The reader will find what is enclosed; if you use "please", let it refer to what the reader shall do with what is enclosed.

Wrong: Enclosed please find 10 cents, for which send me Bulletin 58.

Right: I enclose ten cents, for which please send me Bulletin 58.

6. Avoid unnecessary commercial slang: *On the job, A-1 service, O. K., your ad, popular-priced line, this party, as per schedule.*
7. Get to the important idea quickly. In applying for a position, do not beat around the bush, or say you "wish to apply" or "would apply". Begin, "I make application for . . .", "Kindly consider my application for . . .", or "I apply . . ."
8. Group your ideas logically. Do not scatter information. A letter applying for a position might consist of three paragraphs: Personal qualifications (age, health, education, etc.); Experience (nature of positions, dates, etc.); References (names, business or profession, exact street address). Finish one group of ideas before passing to the next.
9. Do not monotonously close all letters with a sentence beginning with a participle: *Hoping to hear from you . . . , Asking your coöperation . . . , Awaiting your further favors . . . , Trusting this will be satis-*

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factory . . . , Wishing you . . . , Thanking you
 The independent form of the verb is more emphatic (See 42); I hope to hear from you . . . , We await further orders . . . , We ask coöperation

- d. The close** should be consistent in tone with the greeting. It is written on a separate line, beginning near the middle of the page, and is followed by a comma. Only the first word is capitalized. Preceding expressions like "I am", "I remain", "As ever", (if they are used at all) belong in the body of the letter.

Right: I thank you for your courtesy, and remain
 Yours sincerely,
 Robert Blair

Right: I shall be grateful for any further information you can give me.

Yours truly,
 Florence Mitchell

In business letters the following forms are used:

Yours truly,
 Very truly yours,
 Yours respectfully,

In personal letters the following are used:

Yours truly,
 Yours sincerely,
 Sincerely yours,
 Cordially yours,

- e. The outside address** should follow one of the forms given here:

LETTERS

R. E. Stearns
512 Chapel Hill St.
Durham, N. C.

Mr. Donald Kemp
3314 Salem Street
Baltimore
Maryland

Bentley Davis
906 Park Street
Ogden, Utah

Rogers, Mead, and Company
2401 Eighth Avenue
Los Angeles
California

Note.—An abbreviation in an address is followed by a period. Punctuation is also correct, but not necessary, after every line (a period after the last line, and a comma after the others).

A married woman is ordinarily addressed thus: Mrs. George H. Turner (rather than Mrs. Grace Turner). But a title belonging to the husband should not be transferred to the wife. Wrong: Mrs. Dr. Jenkins, Mrs. Professor Ward. Right: Mrs. Jenkins, Mrs. Ward. Reverend Mr. Beecher is a correct address for a minis-

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ter; not "Rev. Beecher". If a title of respect is placed before a name (Professor, Dr., Honorable), it is undesirable to place another title after the name (Secretary, M.D., Ph.D., Principal, Esq.).

f. Miscellaneous directions. Writing should be centered on the page, not crowded against the top, or against one side. Letter paper so folded that each sheet is a little book of four pages is best for personal correspondence. Both sides of such paper may be written on. The pages may be written on in any order which will be convenient to the reader. An order like that of the pages in a printed book (1, 2, 3, 4) is best.

Business letters are usually written on one side only of flat sheets $8\frac{1}{2}$ by 11 inches in size. The sheet is folded once horizontally in the middle, and twice in the other direction, for insertion in the envelope.

Models of Business Letter, Personal Letter, and Formal Note

88a. A business letter should have, in general, the following form:

1516 South Garrison Avenue,
Carthage, Missouri,
May 14, 1922.

J. E. Pratt, General Superintendent,
The Southwest Missouri Railroad Company,
1012 North Madison Street,
Webb City, Missouri.

Dear Sir:

I apply for a position as mechanic's assistant in the electrical department of your shops. I am nineteen years old, and in good

MODELS OF LETTERS

physical condition. On June 6 I shall graduate from Carthage High School, and after that date I can begin work immediately.

I have had no practical experience in electrical work. But I have for two years made a special study of physics, in and out of school. I worked last summer in the local garage of Mr. R. S. Bryant. In addition, I have become familiar with tools in my workshop at home, so that I both know and like machinery.

For statements as to my character and ability, I refer you to R. S. Bryant, Manager Bryant's Garage; Mr. Frank Darrow (lawyer), 602 Ninth Street; W. C. Barnes, Superintendent of Schools; and C. W. Oldham, Principal of the High School—all of this city.

Respectfully yours,
Howard Rolfe

b. A personal letter should have, in general, the following form:

1204 Highland Avenue
Albany, New York
December 26, 1923

Dear Cynthia:

At last I can write definitely that preparations are complete. I shall leave Albany day after tomorrow, Friday afternoon, at five o'clock, on the New York Central Line. I think the train reaches Hampton at eight in the evening. I shall have to return home Sunday night.

Have you heard that Montmorency is working his way through school at Syracuse? And that the Wellses have a new car? And of Marie's plan to go to France? But we can talk of these things at length. I have a few other crumbs of news that I am saving by way of surprise. It will be pleasant to meet your mother again; it is good of her to ask me to come.

Cordially yours,
Rita

c. Formal notes and replies are written in the third per-

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son (avoiding *I, my, me, you, your*) and permit no abbreviations except *Mr., Mrs., Dr.*

Mr. and Mrs. Clarence King request the company
of Mr. Charles Eliot at dinner on Friday,
April the twenty-fourth, at six o'clock.

102 Pearl Street,
April the seventeenth.

In accepting an invitation, the writer should repeat the day and hour mentioned, in order to avoid a misunderstanding; in declining an invitation, only the day need be mentioned. The verb used in the reply should be in the present tense; not "will be pleased to accept", or "regrets that he will be unable to accept"; but "is pleased to accept", or "regrets that circumstances prevent his accepting".

Mr. Charles Eliot gladly accepts the
invitation of Mr. and Mrs. King to dinner on
Friday, April the twenty-fourth, at six o'clock.

514 Poplar Avenue,
April the eighteenth.

39.

MISCELLANEOUS EXERCISE

The following sentences illustrate errors in the use of capitals, italics, numbers, abbreviations, etc. Make necessary changes.

1. mrs. orcutt's favorite novel is jane eyre and her favorite short poem excelsior.
2. the st address of this creole was #187 canal in the city of new orleans.

3. on may 11th, 1924, robt. barclay m d was riding through the great salt desert in u.
4. the sunday school teacher took up the collection and 3 of the 7 children pres. contributed \$0.01 each.
5. the literary review is a critical weekly pub by the new york evening post.
6. The amt. of money he had that p m after he had pd all his bills was twenty-one \$ and sixty-seven cts.
7. geo l thayer recd on mon. a shipment of mdse from a co in mass, on tues a pr of army blankets from a bro in ga, & etc, right on through the wk.
8. thanks for your order of 21st inst, which will have our immediate attention.
9. in the year nineteen hundred and one, on january the twenty-eight, i found myself entering the congo river, in africa.
10. My Dear Cousin
 In your last letter you urged me to return to the south in the Spring and take the remaining three years of my college course at randolph-macon college with you.
11. in april in 1918, i adopted a french orphan; that is, each month i would send to the french orphan fund in washington d c six dollars and fifty cents.
12. in seventeen hundred & ninety-six a spanish fur trader built an adobe fort in the platte valley. this ft was one hundred feet sq. it was used by the fur trader, mr lupton, until eighteen hundred & fifty, & the ft was given his name.

PUNCTUATION

Punctuation is not used for its own sake. It is used in writing as gestures, pauses, and changes of voice are used in speaking—to add force or to reveal the precise relationship of thoughts. The tendency at present is against the lavish use of punctuation. This does not mean, however, that one may do as he pleases. In minor details of punctuation there is room for individual preference, but in essential principles all trustworthy writers agree.

Superfluous Punctuation

90a. Do not use superfluous commas:

1. To mark a trivial pause:

Needless use of comma: In the road, stood a wagon.

Needless use of commas: The taking of notes, is a guarantee, against inattention, in class.

Slight pauses in the sentence are taken care of by the good sense of the reader. Do not sprinkle commas when the sentence is moving along freely with no complication in the thought.

Right: In the road stood a wagon.

Right: The taking of notes is a guarantee against inattention in class.

2. To separate an adjective from its noun:

SUPERFLUOUS PUNCTUATION

Wrong: A tall, solemn, antique, clock stood in the hallway.
 [The first two commas separate the adjectives from each other. There is no reason why *antique* should be separated from the noun.]

Right: A tall, solemn, antique clock stood in the hallway.

3. Before the first word or phrase in a series unless the comma would be employed if the word or phrase stood alone:

Wrong: He made a study of, gymnastics, medicine, and surgery.

Right: He made a study of gymnastics, medicine, and surgery.

Wrong: He had learned, to be prompt, to think clearly, and to write correctly.

Right: He had learned to be prompt, to think clearly, and to write correctly.

4. After a question mark or an exclamation point:

Wrong: "No!, the roof's afire! Where is the ladder?," he shouted.

Right: "No! The roof's afire! Where is the ladder?" he shouted.

5. To set off a restrictive clause or phrase (See 91d).

b. Do not use superfluous marks of any kind. Avoid the too-frequent use of the dash or the exclamation point. These marks are effective only when they are not abused by frequent repetition.

Exercise:

1. One day, I saw ten ducks.
2. My grandfather died, when I was very young.
3. The stranger would not tell me, who he was.

PUNCTUATION—THE COMMA

4. A wrinkled, old, man ascended the stair.
5. The log, which the young people had brought down from the hills, crackled and snapped, as the flames darted up the chimney.

The Comma

There are five principal uses of the comma:

- to separate clauses (a — d)
- to set off a parenthetical element (e)
- to mark a series (f — g)
- to introduce a quotation (h)
- to compel a pause for the sake of clearness (i)

1a. A comma is used between clauses joined by *but*, *for*, *and*, or any other coördinating conjunction.

Right: The hour arrived, but Forbes did not appear. [The comma emphasizes the contrast.]

Right: She was glad she had looked, for a man was approaching the house. [The comma prevents the combination *looked for a man*.]

Right: He gave the money to Burke, and Reynolds received nothing. [The comma prevents confusion.]

Exception.—If the clauses are short and closely linked in thought, the comma may be omitted (She came and she was gone in a moment. McCoy talked and the rest of us listened). If the clauses are long and complicated, a semicolon may be used—(See 92b).

Note.—No comma should follow the conjunction.

Wrong: He was enthusiastic but, inexperienced.

PUNCTUATION—THE COMMA

Wrong: They went before the committee but, not one of them would answer a question.

- b. Do *not* use a comma between independent clauses which are *not* joined by a conjunction. Use a period or a semicolon.** (This error, the "comma splice", betrays ignorance of what constitutes a unified sentence. See 18.)

Wrong: The circus had just come to town, every one wanted to see it.

Right: The circus had just come to town. Every one wanted to see it.

Wrong: The story deals with the life of a youth, Don Juan, his mother desired to make an angel of him.

Right: The story deals with the life of a youth, Don Juan. His mother desired to make an angel of him.

Wrong: My courses required very hard study, did yours?

Right: My courses required very hard study. Did yours?
[Or] My courses required very hard study; did yours?

Wrong: He will assist you without the slightest hesitation, indeed he will do so with alacrity.

Right: He will assist you without the slightest hesitation. Indeed he will do so with alacrity. [Or] He will assist you without the slightest hesitation; indeed he will do so with alacrity.

Exception.—Short coördinate clauses which are not joined by conjunctions, but which are parallel in structure and leave a unified impression, may be joined by commas.

Right: He sowed, he reaped, he repented.

- c. An adverbial clause which precedes a main clause is usually set off by a comma.**

When long:

PUNCTUATION—THE COMMA

Right: While I have much confidence in his sincerity, I cannot approve his decision. [The comma marks the meeting point of clauses too long to be easily read together. Brief clauses do not require the comma. Right: Where thou goest I will go.]

When ending in words that link themselves with words in the main clause:

Right: If Jacob finds time to plow, the garden can be planted to-morrow. [The comma prevents *plow the garden* from being read as verb and object.]

When not closely connected with the main clause in meaning:

Right: Although they were few, they were resolute. [Here the comma reveals the distinctness of the two stages of thought. In the sentence *If it freezes the skating will be good* the distinctness of the two thoughts is less emphatic, and the comma may be omitted.]

Note.—An adverbial clause which follows a main clause is usually not preceded by a comma. When, however, it is non-restrictive (See d), it is preceded by a comma.

Right: The score stood twelve to twelve when the first half ended.

Right (because non-restrictive): Hoyt strode ahead vigorously, as if walking were not a hardship to him.

- d. Restrictive clauses should not be set off by commas; non-restrictive clauses should be set off by commas.** (A restrictive clause is one inseparably connected with the noun or pronoun it modifies; to omit it would change the thought of the main clause. A non-restrictive clause

is less vitally connected with the noun or pronoun; to omit it would not affect the thought of the main clause.)

Right: Men who are industrious will succeed. [The relative clause restricts the meaning; it is inseparably connected with the noun it modifies, and to omit it would change the thought of the main clause.]

Right: Thomas Carlyle, who wrote forty volumes, was of peasant origin. [The relative clause is non-restrictive; it is not inseparably connected with the noun it modifies, and to omit it would not change the thought of the main clause. Thus: Thomas Carlyle was of peasant origin.]

Right: Where is the house that Jack built? [Restrictive.]

Right: I went to Jack's house, which is across the street. [Non-restrictive.]

Wrong: Students, who are lazy, do not deserve to pass. [The sentence as it stands says that all students are lazy, and that none of them deserve to pass. Without the commas, the sentence would mean that such students as are lazy do not deserve to pass.]

Right: Students who are lazy do not deserve to pass.

The rule stated above for clauses applies also to phrases.

Right: She, hearing the voice, turned quickly. [*Hearing the voice* is non-restrictive. It does not identify *she*, and the thought of the main clause is complete without it.]

Right: Books pertaining to aeronautics are in demand. [*Pertaining to aeronautics* is restrictive. It explains what books are referred to, and without it the meaning of the main thought is changed.]

Right: Our country, made up as it is of democratic people, lacks the centralized power of a monarchy. [Non-restrictive.]

Right: A country made up of democratic people must be lacking in centralized power. [Restrictive. *Made up of*

PUNCTUATION—THE COMMA

democratic people explains *country* and is essential to the thought of the sentence.]

e. Slightly parenthetical elements are set off by commas:

Direct address or explanation:

Write soon, Henry, and tell all the news.

They intend, as you know, to build a dam across the river.

His father, they say, was frugal and industrious.

I, on my part, however, am unalterably opposed to the expenditure.

First, they rented a banquet hall. In the next place, they arranged to purchase provisions.

Mild interjections:

Well, we shall see.

Come now, let's talk it over.

But alas, the cupboard was bare.

The custom is, oh, very old.

Absolute phrases:

This being admitted, I shall proceed to my other evidence.

Geographical names which explain other names, and dates which explain other dates:

The convention met at Madison, Wisconsin, on March 24, 1916.

Words in apposition:

We arrived at Austin, the capital of Texas.

It was Archie, my best friend in boyhood.

Exception.—The comma is omitted (1) When the appositive is part of a proper name. Right: William the Silent, Alexander

der the Great. (2) When there is unusually close connection between the appositive and the noun it modifies. Right: My one confidant was my brother Robert. (3) When the appositive is a word or phrase to which attention is called by italics or some other device which sets it apart. Right: The word *sequent* is derived from Latin. Right: The expression "That's fine" is one which I use indiscriminately.

Note.—When the parenthetical element occurs in the middle of a sentence, "set off by commas" means *punctuate before and after*.

Wrong: I was, madam at home yesterday.

Right: I was, madam, at home yesterday.

Wrong: I am to say the least, provoked.

Right: I am, to say the least, provoked.

f. Consecutive adjectives that modify the same noun are separated from each other by commas. If, however, the last adjective is closely linked in meaning with the noun, no comma is used before it.

Right: A short, slight, pitiable figure.

Right: A shrewd professional man. [*Shrewd* modifies, not *man* alone, but *professional man*.]

Right: A bedraggled old rooster. [*Old rooster* has almost the force of a compound word. *Bedraggled* modifies the general idea *old rooster*.]

Note.—The commas in a series of adjectives are used to separate the adjectives from each other. No comma should intervene between the final adjective and the noun. Wrong: He was only a frail, unarmed, frightened, youngster. Right: He was only a frail, unarmed, frightened youngster.

PUNCTUATION—THE COMMA

- g.** Words or phrases in series are separated by commas. When the series takes the form *a, b, and c*, a comma precedes the *and*, at least when the omission of the comma would change or confuse the meaning.

Confusing: The railroads in question are the New York Central, Pennsylvania and Chesapeake and Ohio. [The reader might surmise that the words *Pennsylvania and Chesapeake and Ohio* represent a single line or even three different lines.]

Right: The railroads in question are the New York Central, Pennsylvania, and Chesapeake and Ohio.

Confusing: For breakfast we had oatmeal, bacon, eggs and honey. [Omission of the comma after *eggs* suggests a mixture.]

Right: For breakfast we had oatmeal, bacon, eggs, and honey.

- h.** A comma should follow an expression like *he said* which introduces a short quotation. (For longer or more formal quotations, use a colon.)

Right: He shouted, "Come on! I dare you!"

Right: Our captain replied, "We're ready."

But for indirect quotations a caution is necessary. Do not place a comma between a verb and a *that* or *how* clause which the verb introduces.

Wrong: He explained, how the accident occurred.

Right: He explained how the accident occurred.

Wrong: The chauffeur told us, that the gasoline tank was empty.

Right: The chauffeur told us that the gasoline tank was empty.

- i.** A comma is used to separate parts of a sentence which might erroneously be read together.

PUNCTUATION—THE COMMA

Confusing: Long before she had received a letter.

Better: Long before, she had received a letter.

Confusing: We turned the corner and the horse stopped throwing us off.

Better: We turned the corner and the horse stopped, throwing us off.

Confusing: Through the alumni gathered there went a thrill of dismay.

Better: Through the alumni gathered there, went a thrill of dismay.

Wrong: For a dime you can buy two pieces of pie or cake and ice cream.

Right: For a dime you can buy two pieces of pie, or cake and ice cream.

Right: The man whom everybody had for years regarded as a crank and a weakling, is now praised for his sagacity and his strength.

Right: In a situation so critical as to require the utmost coolness of mind, he lost his wits completely. [Here the confusion might not be serious if the comma were omitted, but separation of the long introduction from the main clause is desirable.]

Exercise:

1. Far from wishing to kill their slaves, the winged ants themselves become dependent and would die if their slaves were taken from them. Thus, the masters have cares, that the slaves do not know of.
2. Peanuts which grow on a small vine of the pea family require light sandy soil. A man once said to me, "In my boyhood no farmer of the neighborhood ever failed, I am sure, to plant a few peanuts and my father always had two, three or four sacks of them sitting in the house".
3. After he had finished O'Leary took one last look at his audience, breathed a sigh of relief, and fled from the stage. His desire to go it did not seem best to interfere with.

PUNCTUATION—THE SEMICOLON

4. A typical Missouri stream when it was rising always carried rubbish such as, corn stalks and boards which always lodged against the nearest railroad bridge. When the heavy, black, wind clouds gathered people knew that trouble was at hand.
5. The hayfork was thrust deep into the hay and fastened, by means of a rope, a pulley, and a team of mules half the load was lifted at one time. The job of driving the mules a task not beyond my years often fell to me.

The Semicolon

The semicolon represents a division in thought somewhat greater than that represented by a comma, and somewhat smaller than that represented by a period. It may represent grammatical separation and logical connection at the same time; that is, it may indicate that two statements are separate units in grammar, and are yet to be taken together to form a larger unit of logic or thought.

92a. The semicolon is used between coördinate clauses which are not joined by a conjunction. (For a possible exception see 91b.)

Wrong: He was alarmed in fact he was terrified.

Right: He was alarmed; in fact he was terrified.

Right: He drew up at the curb; he leaped from the car.

Note.—Very often the writer may choose freely between the semicolon and the period; in such instances the use of the semicolon implies greater logical unity between the clauses than the use of the period would show. Unless this logical unity is distinct, the period is to be preferred.

- b.** The semicolon is sometimes used between coördinate clauses which are joined by a conjunction if the clauses are long, or if the clauses have commas within themselves, or if obscurity would result were the semicolon not used. (Otherwise, see 91a.)

Right: Very slowly the glow in the heavens deepened and extended itself along the eastern horizon; but at last the bright-red rim of the sun showed above the crest of the hill.

Right: He arrived, so they tell me, after nightfall; and immediately going to a hotel, called for a room.

Confusing: She enjoyed the dinners, and the dancing, and the music, and the whole gay round of fashionable life was a delight to her.

Better: She enjoyed the dinners, and the dancing, and the music; and the whole gay round of fashionable life was a delight to her.

- c.** The semicolon is used between coördinate clauses which are joined by a formal conjunctive adverb (*hence, thus, then, therefore, accordingly, consequently, besides, still, nevertheless, so, or the like*).

Wrong: We have failed in this therefore let us try something else.

Right: We have failed in this; therefore let us try something else.

Wrong: He was tattered and muddy, besides he ate like a cormorant.

Right: He was tattered and muddy; besides he ate like a cormorant.

Note 1.—If a simple conjunction like *and* is used in the sentences above, a comma will suffice. But a comma is not sufficient before a conjunctive adverb like *therefore*.

PUNCTUATION—THE SEMICOLON

Conjunctive adverbs may be clearly distinguished from simple conjunctions (See 91a). They cannot always be easily distinguished from subordinating conjunctions (See 98c, Note), but the distinction, when it can be made with certainty, is an aid to clear thinking.

Note 2.—Good usage sometimes permits a comma to be used before a conjunctive adverb in short sentences where the break in the thought is not formal or emphatic. For instance, when the conjunctive adverb *so* is used as a formal or emphatic connective, a semicolon is desirable (I won't go; so that's settled). But in the sentence, "I was excited, so I missed the target", a comma is sufficient. For the use of *so* is here informal, and probably expresses degree as well as result. (Compare "I was so excited that I missed the target".)

- d. The semicolon is not used before quotations, or after the "Dear Sir" in letters. Use a comma or a colon. (See 91h, 93a, and 87b.)

Wrong: Mother said; "Let me get my needle".

Right: Mother said, "Let me get my needle".

Exercise:

1. After father left us we sat in silence, around us not a sound was audible except that the river, which we had not heard before, sounded a faint undertone.
2. Her foot caught in the stirrup, this accident has caused the death of many men; in fact it is the cow-hand's horror, and almost always fatal. Larry sprang to her side; she felt his strong hand lifting her up.
3. She took a glass with some cold water in it; into this she dropped a bit of fudge. The fudge did not spread over the bottom of the glass, and dipping it out with her finger,

she was able to form it into a soft ball, consequently she decided it had cooked long enough.

4. I caught a slight whiff of something disagreeable; therefore I called to the others to proceed with more caution. Some one recognized the odor as that of a skunk, so we speedily retraced our steps for about fifty yards.
5. My father's parents spoke French at home, and he was taught the German in schools, hence he naturally grew up well versed in both languages. He was educated in the old-fashioned way; nevertheless I made up my mind that he should know how the younger generation did things. We ate our lunch hurriedly; then we listened to the reports of the football game by radio.

The Colon

§3a. The colon is used to introduce formally a list, a statement or question, a series of statements or questions, a long quotation, or (in rare instances) a word.

Right: My favorite novels are the following: *Ivanhoe*, *Henry Esmond*, and *The Mill on the Floss*.

Right: The difficulty is this: Where is the money to come from?

Right: The measure must be considered from several stand-points: Is it timely? Is it expedient? Is it just? Is it superior to the other measures proposed?

Right: I shall do three things next year: study hard, take care of my health, and enter into various student activities.

Right: Webster concluded with the following peroration: "When my eyes turn to behold for the last time the sun in heaven," etc., etc.

Right: Only one man stood between Burr and the presidency: Jefferson.

PUNCTUATION—THE DASH

b. The colon may be used before concrete illustrations of a general statement.

Right: The colors were various: blue, purple, emerald, and orange.

Right: The day was propitious: the sun shone, the birds sang, the flowers sent forth their fragrance.

c. The colon should not be used before an informal series or an indirect quotation.

Wrong: Poole next describes: the deck of the ship, the view of the harbor, and the rough voices of the stokers below.

Right: Poole next describes the deck of the ship, the view of the harbor, and the rough voices of the stokers below.

Wrong: He said: that he would go.

Right: He said that he would go.

Exercise:

1. Their prisoner speaks up; "I am brother Lippo".
2. The silk moth passes through four transformations; egg, larva, chrysalis, and adult.
3. We have received a shipment of fresh fruits from California oranges, lemons, grapefruits, and figs.
4. There are three questions I wish to ask, Was there a dance at Hoover's last night, did you go, was Kitty Nibbs there?
5. In the process of taking a photograph there are three important stages, the preparation of the plates or film; the exposure to obtain the image; the developing and printing.

The Dash**94a. The dash may be used instead of the marks of parenthesis, especially where informality is desired.**

Right: She fell asleep—would you believe it?—in the middle of the lecture.

PUNCTUATION—THE DASH

Right: That fellow actually—of course this is between you and me—stole money from his father.

b. Insert a dash when a sentence is broken off abruptly.

Right: The next morning—let's see, what happened the next morning?

c. The dash may be used near the end of a sentence, before a summarizing statement or an afterthought.

Right: When you have carried in the wood and the water, and milked the cows, and fed all the stock and the poultry, and mended the harness—when you have done these things, you may consider the rest of the evening your own.

Right: Barnes played a mischievous trick one day—in fact, Barnes was always into mischief.

d. The use of the dash to end sentences is childish.

Childish: At dawn I went on deck—far off to the left was a cloud, I thought, on the edge of the water—it grew more distinct as we angled toward it—it was land—before noon we had sailed into harbor.

Right: At dawn I went on deck. Far off to the left was a cloud, I thought, on the edge of the water. It grew more distinct as we angled toward it. It was land. Before noon we had sailed into harbor.

e. A dash should be made about three times as long as a hyphen; otherwise it may be mistaken as the sign of a compound word.

Exercise :

1. I stood about all day with my hands in my pockets, nowhere to go.
2. When Kellogg made that announcement well, wouldn't you have been surprised if you had been in my place?

PUNCTUATION—PARENTHESES AND BRACKETS

3. The English cottage is always the same, dazzling white plaster with the timbers painted brown.
4. To don old clothes and start with a jolly crowd for an all-day hike—ah, that's a sport that cannot be rivaled.
5. I was hanging head down, did you ever notice how obedient your blood is to the law of gravitation, with the support of a single tendril that encircled the bough.

Parenthesis Marks and Brackets

- 95a.** Parenthesis marks may be used to enclose matter foreign to the main thought of the sentence. (But see also 94a and 91e.)

Right: His testimony is conclusive (unless, to be sure, we find that he has perjured himself).

- b.** A comma or a semicolon used at the end of a parenthesis should as a rule follow the mark of parenthesis rather than precede it.

Right: If there is snow on the ground (and I am sure there will be), we shall have plenty of sleighing.

- c.** When confirmatory symbols or figures are enclosed within parenthesis marks, they should follow rather than precede the words they confirm.

Wrong: They earn (3) three dollars a day.

Right: They earn three (3) dollars a day. [Or] They earn three dollars (\$3) a day.

- d.** Do not use parenthesis marks to cancel a word or passage. Draw a horizontal line through whatever is to be omitted.

- e. Brackets are used to insert explanatory matter in a quotation which one gives from another writer. Explanatory matter inserted by the original writer is enclosed within parenthesis marks.**

Right: "Bunyan's masterpiece (*Pilgrim's Progress*)"; declared the lecturer, "is out of harmony with the spirit of the age that produced it [the age of the Restoration]." (Here the explanatory words *the age of the Restoration* are inserted by the person who is quoting the lecturer.)

Exercise:

1. [Insert *the sky* after *it* as your explanation]: Hercules said to Atlas, "You hold it up while I place the lion's skin on my shoulders".
2. [Insert *the three golden apples* after *prize* as the explanation of the person quoted]: The narrator went on, "The giant threw down the prize, and took the sky on his head".
3. The anecdote perhaps you have heard it before concerns an Irishman and a mule.
4. The miner took up the stick of dynamite there was nothing unusual about such an action, and Quarles left the room.
5. The dog a handsome collie it was snarled when the tramp approached.

Quotation Marks

- 96a. Quotation marks should be used to enclose a direct, but not an indirect, quotation.**

Right: "I am thirsty", he said.

Wrong: He said "that he was thirsty".

Right: He said that he was thirsty.

- b. A quotation of several paragraphs should have quotation marks at the beginning of each paragraph and at the end of the last paragraph.**

PUNCTUATION—QUOTATION MARKS

- c. In narrative each separate speech, however short, should be enclosed within quotation marks; but a single speech of several sentences should have only one set of quotation marks.

Wrong: "Will you come? she pleaded.
Certainly."

Right: "Will you come?" she pleaded.
"Certainly."

Wrong: He replied, "It was not for my own sake that I did this". "There were others whom I had to consider." "I can mention no names."

Right: He replied, "It was not for my own sake that I did this. There were others whom I had to consider. I can mention no names."

- d. Quotation marks may be used with technical terms, with slang introduced into formal writing, or with nicknames; but not with merely elevated diction, with good English that resembles slang, with nicknames that have practically become proper names, or with fictitious names from literature.

Permissible: The rime is called a "feminine rime". He is really "a corker". Their name for my friend was "Sissy".
Better without the quotation marks: He was awed by "the grandeur of the mountains". "A humbug". "Fetch".
"Stonewall" Jackson. He was a true "Rip Van Winkle".

- e. Either quotation marks or italics may be used with words to which special attention is called. (See the examples under 91e, Exception, 3. Also see 83d.)

- f. Quotation marks are preferable to italics with the titles of articles, of chapters in books, of individual

short poems, and the like. *Italics* are preferable to quotation marks with the titles of books or of periodicals, with the names of ships, and with foreign words which are still felt to be emphatically foreign. (See 83a and Notes.)

- g.** A quotation within a quotation should be enclosed in single quotation marks; a quotation within that, in double marks.

Right: "It required courage", the speaker said, "for a man to affirm in those days: 'I endorse every word of Patrick Henry's sentiment, "Give me liberty, or give me death!"'"

- h.** When a word is followed by both a quotation mark and a question mark or an exclamation point, the question mark or the exclamation point should come first if it applies to the quotation; last, if it applies to the main sentence.

Wrong: He shouted but one command, "Give them the bayonet"!

Right: He shouted but one command, "Give them the bayonet!"

Wrong: Did Savonarola say, "I recant?"

Right: Did Savonarola say, "I recant"?

Note.—Regarding the position of a comma, semicolon, or period at the end of a quotation, usage differs. Printers ordinarily place commas and periods inside the quotation marks, and semicolons outside, from considerations of spacing. But logic, not spacing, should determine the order, and all three marks should be treated alike. They should be placed within the quotation

PUNCTUATION—QUOTATION MARKS

marks if they were a part of the original quotation; otherwise outside. In quoting manuscript, the quotation marks should enclose exactly what is in the original. In quoting oral discourse, a certain liberty is necessarily allowed.

Correct: He said calmly, "It is I."

Also correct, but not commonly used: He said calmly, "It is I".

Correct, and in common use, but slightly illogical: He began, "Our Father which art in heaven." [The period should follow the quotation mark, since there is no period in the original quotation.]

Correct, and in common use, but slightly illogical: Can you tell me the difference between "apt," "likely," and "liable"; between "noted" and "notorious"?

Also correct: Can you tell me the difference between "apt", "likely", and "liable"; between "noted" and "notorious"?

i. When a quotation is interrupted by such an expression as *he said*,

1. An extra set of quotation marks is employed and the interpolated words are normally set off by commas.

Wrong: "I rise said he to second the motion."

Right: "I rise", said he, "to second the motion."

2. A question mark or exclamation point should precede the interpolated expression if it would be used were the expression omitted.

Right: "'May I go?'" complained father, "is all that boy can ask."

Right: "Merciful heavens!" he cried, "we are lost."

3. The expression should be followed by a semicolon if the semicolon would follow the preceding words in case the expression were omitted.

Right: "I admit it", he said; "it is true."

4. Neither the expression nor the words following it should begin with a capital.

Wrong: "We must be quiet", Said the old man, "If we expect to catch sight of a squirrel."

Right: "We must be quiet", said the old man, "if we expect to catch sight of a squirrel."

j. An omission from a quotation is indicated by dots.

Right: "When a word is followed by both a quotation mark and . . . an exclamation point, . . . the exclamation point should come . . . last, if it applies to the main sentence."
[Abridged citation of h.]

k. Do not use superfluous quotation marks:

1. Around the title at the head of a theme (unless it is a quoted title);
2. As a label for humor or irony.

Superfluous: The "abstemious" Mr. Crew ate an enormous dinner.

Better: The abstemious Mr. Crew ate an enormous dinner.

Note.—There is some justification for the use of single instead of double quotation marks, provided the use be consistently maintained. When this practice is followed, a quotation within a quotation is indicated by double quotation marks.

PUNCTUATION—THE APOSTROPHE

Permissible: 'You understand me', he shouted. 'What I said was "Begone!"'

Exercise:

1. Should n't you have liked to hear the old watchmen cry Nine o'clock, and all's well?
2. I have often wondered will the old bell go? That bell an alumnus once told me always seems to say, Loyal, loyal!
3. One day we went for a short "hike" up Bluebell Canyon. This spot said our visitor is the loveliest I ever saw.
4. He said "that the buildings at West Point are extremely appropriate to the setting". Of course while he was in the East he visited Oyster Bay, "Teddy" Roosevelt's old home.
5. Are you ready Captain Stinnett, the umpire called. "Wait, our opponents' coach suddenly shouted, One of those players should be disqualified."

The Apostrophe

77a. In contracted words place the apostrophe where letters are omitted, and do not place it elsewhere.

Wrong: does'nt, theyr'e, oclock.

Right: does n't, they're, o'clock.

b. To form the possessive of a noun, singular or plural, that does not end in s, add 's.

Right: A hunter's gun, children's games, the cannon's mouth.

c. To form the possessive of a noun, singular or plural, that ends in s, place an apostrophe after (not before) the s if there is no new syllable in pronunciation. If there is a new syllable in pronunciation, add 's.

PUNCTUATION—THE APOSTROPHE

Wrong: Moses's mandates, Keat's poems, Dicken's novels, those hunter's guns.

Right: Moses' mandates, Keats's poems (or Keats' poems), Dickens' (or Dickens's) novels, those hunters' guns.

- d. Do not use an apostrophe with *its* (as a possessive), *his*, *hers*, *ours*, *yours*, *theirs*, or *whose*. But indefinite pronouns in the possessive case (*one's*, *other's*, *either's*) take the apostrophe.

Right: The cat washed its face. [The apostrophe, however, is required in the contraction *it's* for *it is*.]

- e. Add 's to form the plural of letters of the alphabet, of words spoken of as words, and sometimes of numbers. But do not form the regular plural of a word by adding 's (See 77).

Right: His *B's*, *8's* (or *8s*), and *it's* look much alike.

Wrong: The Jones's, the Smith's, and the Brown's.

Right: The Joneses, the Smiths, and the Browns.

- f. Joint possession requires the use of the apostrophe with only the last name in the series; separate possession, with each name in the series.

Joint possession: Dilke and Macready's store is at the corner.

Separate possession: We shall invite John's, Gilbert's, and Henrietta's playmates.

Note.—For inanimate objects in the possessive see 50h.

Exercise:

1. I bought a { Smith's and Wesson's } revolver. (One firm.)
2. How can the other team make any headway against our's?
The other team ca'n't.

PUNCTUATION—QUESTION, EXCLAMATION

3. You're the only accountant I ever saw who's *2s* could not be told from *Q's*.
4. The petition for pardon bears among its signatures the names of both the { man and his wife's } friends. (Different friends are referred to.)
5. I like H. G. Wells's novels. Is'n't any one of them just full of ideas? Does'n't it make a person think?

The Question Mark, the Exclamation Point, the Period

- 98a.** Place a question mark after a direct question, but not after an indirect question.

Wrong: What of it. What does it matter.

Right: What of it? What does it matter?

Wrong: He asked whether I belonged to the glee club?

Right: He asked whether I belonged to the glee club.

Right: Did she inquire whether I belonged to the glee club?

[When the main sentence which introduces an indirect question is itself interrogatory, a question mark follows.]

A question mark is often used within a sentence, but should not be followed by a comma, semicolon, or period. Placed within parentheses, the question mark expresses uncertainty as to the correctness of the assertion which precedes.

Wrong: "What shall I do?," he asked.

Right: "What shall I do?" he asked.

Wrong: But where are the stocks?, the bonds?, the evidences of prosperity?

Right: But where are the stocks? the bonds? the evidences of prosperity?

PUNCTUATION—EXCLAMATION POINT, PERIOD

Right: Shakespeare was born April 23 (?), 1564.

Superfluous: Immediately the social lion (?) rose to his feet.
[The use of a question mark as a label for humor or irony is childish.]

- b. The exclamation point is used after words, expressions, or sentences to show strong emotion. But lavish use of the exclamation point is not in good taste. Unless the emotion to be conveyed is strong, the mark should be omitted.**

Right: Hark! I hear horses. Give us a light there, ho!

- c. Place a period after a complete declarative or imperative sentence, and after an abbreviation.**

Right: It is raining. Go away.

Right: Bros. Mr. e.g. M.D. LL.D.

Right: Myron Agnew, Ph.D., who is visiting in the city, will lecture tonight. [If an abbreviation falls within a sentence, the period may be followed by any other mark which the sense requires.]

Right: The city market sells meat, eggs, etc. [If an abbreviation falls at the end of a sentence, one period may perform two functions.]

But do not separate part of a sentence from the rest of the sentence by means of a period. (See 1.)

Wrong: He denied the accusation. As every one expected him to do.

Right: He denied the accusation, as every one expected him to do.

Wrong: Anderson wrote good editorials. The best that appeared in any paper in the city.

Right: Anderson wrote good editorials, the best that ap-

PUNCTUATION—THE PERIOD

peared in any paper in the city. [Or] Anderson wrote good editorials—the best that appeared in any paper in the city.

Exception.—Condensed or elliptical phrases established by long and frequent use may be written as separate sentences. They should be followed by appropriate punctuation—usually by a period. See 1, Note.

Examples: Yes. Of course. Really? By all means!

Note.—The student should distinguish clearly between a subordinate clause and a main clause. A subordinate clause is introduced by a subordinate conjunction (*when, while, if, as, since, although, that, lest, because, in order that, etc.*), or by a relative pronoun (*who, which, that, etc.*). Since a subordinate clause does not express a complete thought, it cannot stand alone, but must be joined to a main clause to form a sentence.

Exercise:

1. "Has a reward been offered?" asked Gellet. "What I too wish to know," declared Caine, "is whether a reward has been offered?"
2. Will you inform me where are these limousines?, these yachts?, these rich kinsmen you tell me about?
3. My servant asked, who was there? but no answer came. After a moment came a shout, "Bring a light".
4. After obtaining his A. B. degree, Arthur Reece, Jr., served as assistant in geology while he worked toward his A. M.
5. Sometimes you can get close to deer. Especially if you climb to the top of a mountain and look down on the side away from the sun. Where they are pretty sure to be feeding.

99.

EXERCISE IN PUNCTUATION

Punctuate the following sentences:

A. The Comma in General

1. It is composed of two Houses the House of Representatives
and the Senate
2. As you undoubtedly know there has been a great deal of
agitation for a change in the board of health,
3. They were enjoying their ride for nearly a month of free-
dom was before them
4. The government of the United States, is founded on the
principle of, rule by her citizens
5. We rose before sunrise routed out our bearers and pre-
pared our loads
6. After fraternities were adopted at several of the colleges
national conventions were held each chapter having one
representative
7. The bill as you know is now transmitted to the governor
and if it receives his signature it becomes a law at once
8. Well as I watched a misty cloud seemed to envelop the tops
of the trees like a great blanket,
9. The trail was rough and as dark was approaching we de-
cided to proceed to the bridge by crossing which we
could reach the road on the other bank of the stream
10. Posing as a royal servant he requested the princess to mount
the enchanted horse with him
11. Later however he missed his wife and children and began
at once to search for them
12. Numerous small white tables are around large enough for
four children
13. I passed my zoölogy quiz but to be perfectly frank I should
have had a better grade than the one I received
14. As soon as we had entered the log house and had been
made comfortable the Mexican woman told us that the

PUNCTUATION—EXERCISE

owner of the ranch Miss Cothrew would be in by sundown.

15. There were some little green and red glass lanterns filled with candy hanging up along with a row of magazines but, we could not buy them for our money was all spent
16. The Young Men's Christian Association said the speaker has a building in every city and plays an important part in the lives of many men young or old
17. There are some wonderful old tapestries hung on the walls All the furniture you might say was old-fashioned There was a big wooden bed with a canopy over it
18. We dived into the equipment and finally I emerged with my rod reel and bait
19. At night when our lamps were lighted the air seemed alive with tropical insects—small, luminous, darting, insects
20. It is a belief among foolish people that Edgar Allan Poe immoral and wicked wrote his masterpiece the Raven while in a drunken stupor or that he killed his wife purposely in order that he might mourn over her death and get the proper inspiration and atmosphere to create his celebrated poem

B. The Comma Splice

1. It came nearer and nearer, then suddenly it stopped.
2. You ought to see the man painting the church steeple, it surely looks dangerous.
3. I know now why there has been so little progress in the jungle regions, just seeing the jungle makes you feel primitive.
4. We have many modern homes in the little mining center, however, I have seen more pretentious ones.
5. For hours the storm raged, after that, stillness gradually settled down.
6. He thought it was quite a joke, therefore he wagered me twenty dollars that I would not meet him here today.

PUNCTUATION—EXERCISE

7. The seeds were hard to extricate from the cotton, they had to be picked out by hand.
8. Come in and get warm, we are going to have dinner in a few minutes too, and you can join us.
9. The tiger tried to jump on the elephant's back, the elephant tried to hit him with his trunk.
10. That is possible, nevertheless they are late and we ought not to wait another minute.
11. The porches were reasonably sound, a little repairing here and there would put them in good condition again.
12. I have not had the opportunity to travel extensively, in fact, I have never been outside my home state, nevertheless, one of my ambitions is to see the world.
13. The Rotary and Kiwanis Clubs played their annual game yesterday, the Rotarians won.
14. The wholesale merchants are well organized, the retail merchants have never taken any steps to organize.
15. The tunnel grew darker and darker, fifty yards back it turned abruptly to the left.

C. Restrictive and Non-Restrictive Phrases and Clauses

1. The newcomer disconcerted by the light blinked for a moment
2. The Brooklyn Bridge which spans the East River has lately been repaired
3. Mothers are always nursing heartaches and troubles that fathers seldom know of.
4. Once long ago a shepherd wandered over the earth looking for a place called Arcady where all was thought to be happiness
5. More time was spent in the sports which his lameness permitted than in study.
6. A tall man wearing a brown suit and gray fedora entered the president's office

PUNCTUATION—EXERCISE

7. Every winter in Winnipeg is held the bonspiel which consists of a curling tournament lasting for a week .
8. I shall explain how to make fudge in the way which will yield the best results .
9. The noise rumbling in the shell brought me memories of the sea
10. His great love of nature which he acquired during his boyhood often takes him from the desk to the fields and woods
11. Any one who has lived there knows that the wind blows almost without ceasing
12. The fellow laughing yonder is the ringleader in the hoax .
13. The most common power used is steam which is usually generated from slack and waste coal
14. A spot where the shadow from the cliff fell at noon was the spot where Hawks began to dig
15. In my grandfather's day the coach made on this road fifteen miles an hour which was as high speed as a coach attained anywhere

D. Punctuation in General

1. Give me the bucket awhile Jim you are excited said I .
2. Unable to stand it a minute longer I sprang to my feet and quickly lit the last match
3. Some of our states have large arid areas e. g. U. and N M
4. Ive heard about the splendid gift youve received arent you happy .
5. Next came the age of patent medicines when people drugged the pain but did not remove the cause .
6. But too late to the edge of the cliff the car slipped and then after seeming poised for a second tumbled over to destruction ,
7. Rudolph walked out into the room greatly surprising the dentist who was cleaning his tools
8. Though the road laying was a hot tedious job I would have enjoyed it but for one thing snakes the ground was simply covered with them

PUNCTUATION—EXERCISE

9. Even at that Leadville has held out better than most of the mining camps ordinarily a camp will reach a climax and thereafter go slowly or speedily to nothing
10. Jane and Jeanette were sisters twins in fact but although they looked and dressed alike they were very different
11. The other figure however seemed to be afraid of the sword and every time a stroke was made it would run a few feet after which it would walk again
12. The telephone is ringing Peggy answer it while she is talking Jenny you go on preparing the sandwiches
13. Since the death of Sybil Jacks mother ten years previously he had lived far up the mountain pass with his father as his sole companion
14. Since that day I have been to see the museum which you will remember I planned to visit before school began
15. In many places the people did not feed tramps while at others as at Ludwigs home the food and lodging such as it was was gladly shared with the wanderer
16. In purchasing ready to wear garments you should judge them as to first durability and quality of materials second becomingness of color and line third suitability to occasion and wearer fourth price in relation to allowance
17. The first thing needed for a small radio set is the headphones which can be purchased for about five dollars then about one hundred and fifty feet of number fourteen bare copper wire for the aerial and about twenty five feet of insulated wire for the lead in
18. I go to church for these reasons first because I have been taught to secondly because I think that going to church is the proper thing to do and thirdly because I find in going to church a consolation and encouragement which cannot be derived from anything else
19. Can you imagine a bald head a brow full and prominent and falling with deep projections over a little flattened nose turned up at the end like the nose of Socrates a short chin boldly chiseled and garnished with a sandy beard cut to a point a laughing wrinkled mouth the most

PUNCTUATION—EXERCISE

characteristic feature of all unless it was his sea green, sharp cut eyes now faded somewhat by age the pupils contrasting with the snow white balls on which they floated eyes casting at times a glance of anger or enthusiasm

E. Punctuation in General

1. Then they did enough indeed and no wonder who wouldnt
2. She is tall very thin and not good looking moreover she wears funny little old fashioned clothes
3. Yes its a serious problem
4. Oh thats all right said his friend smiling give an impromptu lecture
5. Then too a Jewish word might have a dozen meanings might it not
6. I often made mistakes when typing letters but my employer told me not to copy the letters that the first ones would pass
7. The Rev Mr Philbin having preached the Commencement service at our College had the degree of D D bestowed upon him
8. We saw a whale spout did you ever see a whale spout on our starboard quarter
9. Come in she said in a low excited tone can I help you
10. My questions are these has it been tested by experts has it ever been successful in practical operation is its cost, in view of our limited resources prohibitive
11. We went toward the door which we had failed to see beforehand as we approached the door we could hear the noise more plainly.
12. I enclose as you see a check for ninety one dollars and seventeen cents \$91.17 for which please send me a receipt.
13. There are very few times-let me tell you,that a boy can make money from his father without his fathers knowledge of it,nevertheless I have discovered one exceptionally good way of accomplishing the feat

PUNCTUATION—EXERCISE

14. Take the chair you have abused so frightfully the voice said you have nothing to fear the light is on the table beside you but favor me and do not turn it on
15. The conditions demanded for sound growth of coral are as follows a the water must not have a mean temperature lower than 68 F b the water must be clear and salt c the water must be shallow
16. Some say well the ones not named are never thought of the ones not named however know it themselves if they have any wish to remain college students they should have pride enough to do their work if not there is no hope
17. Ive never heard the city spoken of as the White City but I feel that it deserves the title for every building constructed of white stucco the white wall that surrounds the place and the dazzling sand for miles around all carry out the white color scheme
18. About ninety years ago an odd creature was introduced into the world it was odd for many reasons odd in that it possessed infinite power yet it could be controlled odd because it had lungs of iron and breath as hot as fire yet it was mans benefactor not his curse odd because it was a virtual giant with infinite powers of destruction yet under control it was as gentle as a midsummer zephyr of course I speak of the locomotive engine
19. I represent the National Aluminum Company Mrs OMallin Mrs. Neiderkorn next door has just spent a very pleasant quarter hour looking at my Everlasting kitchen utensils grasping the door knob the agent continued may I step in to show you the outfit which pleased Mrs Neiderkorn so much no you neednt bother replied Mrs OMallin I can't afford to buy aluminum its too high I can get several outfits of granite ware for what I would have to pay for one set of aluminum

F. Punctuation in General

1. Ants are unlike most animals, they believe in saving for a rainy day

PUNCTUATION—EXERCISE

2. It is the Scotch national flower, in fact, that is one of the reasons why Scotchmen love it
3. Im not so sure Ill go now its pretty late to start ,
4. Before any one could answer a voice from out of nothing said beware the Arapahoes
5. A cry sounded beneath my window heres your papers; Telegram, News World and Sun
6. Oh, never fear, I'll not lose them again, at least not today .
7. My mother told me that when she was a little girl her mother lost a beautiful diamond brooch which was very valuable
8. Making a living requires but a small amount of a bears time say about two or three hours a day ,
9. I knew mother said Larry what that big boy was going to do so I began to run ,
10. The old trunk failed to reveal a clue accordingly we began to search the old dusty mildewed closet
11. When the sun came up and first blazed across the desert I thought surely I would fall from the back of my camel, my excitement was so great
12. It fell Nancy to my lot this morning to write an editorial for the Sunday edition on why our prominent business men advertise who could write an editorial on advertising now tell me and make it interesting.
13. One morning just after dawn as the trappers were coming in from inspecting their line of traps, they thought they heard a noise as if some one was following along the bank
14. All right lets camp across the river was the reply and every one picked up lunch baskets and blankets and started down the bank it was dark and slippery
15. Instead of getting out in the open air walking as much as possible building up a strong healthy body which is the first requisite of happiness, the average American will subject himself to a great deal of discomfort by riding in crowded, congested street cars
16. None of the Eskimos or Indians let me say seemed to mind

PUNCTUATION—EXERCISE

the frigid weather, or the biting winds, which sweep across the miles of snow covered plains, but the fur clothes which we wore offered us little protection,

17. As he lay in his bunk, on that first night he felt a desire to throw up the game and go home, but the words of the petty officer came to his mind youse guys is in the navy now see, and James realized as many other recruits had realized that for once he was in something he could not get out of as he pleased,
18. This same idea can be applied to the people of today who spend their money on foolish things which produce nothing such as seeing prizefights or going to dances and picture shows these people could save some of their money, or give some to the churches or charitable institutions in this way helping the poor or producing something.
19. You may tell the difference between the three cells by means of the following facts, the worker cell is the size of the cell used for honey, the drone cell has a larger diameter and height so that it sticks up above the surface of the rest of the comb like a small bullet head, the queen cell is much larger, is rarely found in clusters and is the shape nearly of an egg, the drone bee develops in twenty five days, the queen in sixteen days.

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Limiting the Subject

- 100.** Limit your subject narrowly. Confine yourself to some phase which you can develop with reasonable thoroughness in the space at your command, and discard all other material.

Subject hopelessly broad: Natural History

Subject still too broad, even for a book: Animals

Titles suitable for a long exposition:

Animals as Companions (or, Is the Airdale a Better Companion than the Collie?)

Methods of Determining the Value of Farm Animals (or, How to Judge a Good Draft Horse)

Insects as Architects (or, The Ant as a Builder)

The Comparative Intelligence of the Dog and the Horse (or, The Intelligence of a Horse, or, if the writer has abundant illustrative material at hand, How to Teach a Dog to Guard a House)

Titles suitable for a short composition:

The Difference in the Way a Cow and a Horse Lie Down

One Interesting Fact about Frogs

A Curious Disease of Sheep

The Day's Work of a Robin

How to Poison Coyotes

When the Pelt of an Animal is in Best Condition

Do Squirrels Hibernate?

How a Cat Educates Her Kittens

Irrelevant Material

- 101.** Do not introduce material which is useless, or foreign to the purpose of the theme.

Gross irrelevance in a composition on *An International Court*:

We shall never have peace among the nations until they unite in a powerful association for the settlement of disputes. I believe we need a strong tribunal for settling other issues in our own country, particularly in regard to labor difficulties, of which I have been for many years an observer. I believe that a great struggle between capital and labor is inevitable, and that the day of conflict is not far off. [In the second sentence the writer begins to wander from the subject. In the third he drops the International Court altogether and launches into a discussion of labor wars.]

Not relevant, having no bearing on the subject as limited, *Roosevelt's Training of His Children*:

Another of his principles was that supervision should not be constant or minute. He held that every person should be self-reliant. He therefore made it clear to his children that they must work out their problems and surmount their difficulties for themselves. *This belief manifested itself also in his political activities. He would find the man for the task and leave that man to his own devices.* [The last two sentences are pertinent to *Roosevelt's belief*; but they are not pertinent to *the training of children*, the central thought of the theme.]

Note.—Very often material is on the border line; it is possibly relevant, but it is unnecessary. In such cases, always omit.

Possibly relevant, but trivial: On the way to the express office McCann had to pass the bank. He had decided that morning that he must draw out some money. The sight of the building reminded him of his intention. He entered.

Better: On the way to the express office McCann entered the bank to draw out some money.

FALSE LEADS

Inexact Title

102. Select a title which indicates accurately the nature (and if possible the limits) of the composition.

Title broad or vague: Do not write *Resisting Earthquakes* if your material covers merely *The Behavior of Steel-Concrete Buildings in the Yokohama Earthquake of 1923*.

Title deceptive: Do not write *How Sales May Be Increased* if your composition discusses rather *The Qualities of a Good Salesman*.

Title to be qualified: Do not write *Rubber* or *Rochester, Minnesota* when you can indicate the scope of your composition by an added phrase: *Rubber—from Forest to Factory*; *Rochester, Minnesota: the Home of the Mayo Brothers*.

Note.—In narration it is permissible to use a title which challenges interest, even if the meaning is not at once clear: *One in a Thousand, Stars and Soap, Would You Ever Imagine?* The title must be appropriate, however, and by the end of the story the appropriateness must be felt.

False Leads

103. Do not announce, or appear to announce, a topic which you do not follow up. Do not phrase a minor idea (especially in the opening lines of a paragraph) in such a way that the reader will mistake it for a main topic.

Misleading beginning of an exposition on *Queen Elizabeth's Favorites*: I have sometimes thought it strange that so

AN EFFECTIVE BEGINNING

noble a man as Sidney should have been related to the self-seeking Earl of Leicester. [The reader might surmise that the theme deals with Sidney, or with Leicester alone. He might surmise that the discussion of Leicester will be hostile rather than impartial. He perceives no clue that the exposition is to treat all the various favorites of Elizabeth.]

Accurate foreshadowing: In a study of Queen Elizabeth's favorites it is almost inevitable that we should begin by considering Leicester.

An Effective Beginning

104. Make the beginning (a) direct and (b) interesting.

- a. Directness.** Do not write an introduction unless your theme really calls for it. Do not make trite or general statements before coming to your particular subject. Do not begin with needless explanations or details.

THE AUTOMOBILE AS AN AID TO THE BANDIT

Unnecessary introduction: I shall begin my discussion of the automobile as an aid to the bandit by tracing the development of the motor car. For centuries men had dreamed of a "horseless carriage", but it was not until, etc.

Trite generalization: With human nature what it is, there will always be men to take advantage of every means offered them to exploit or plunder their fellows.

Direct beginning: The development of the automobile has been accompanied by an increase in crime.

CLIMBING MOUNT PROSPECT

Needless explanation: During my freshman year I could not climb Mount Prospect because I entered school so late that I had no leisure for excursions. At the beginning of my second year my time was even more limited because I was try-

AN EFFECTIVE BEGINNING

ing to make left tackle. It was, therefore, not until last Saturday that my chance at last came. Four of us set out at sunrise.

Direct beginning: At sunrise last Saturday four of us set out to climb Mount Prospect.

Note.—In an article which is long or complex, a preliminary explanation or formal introduction is sometimes desirable; but the need is less frequent than most young writers suppose.

- b. Interest.** Avoid a dull beginning; gain the reader's attention quickly. The surest method is to be direct. To arouse special interest, begin with a striking statement, a direct personal appeal to the reader, a question, quoted discourse (exclamation, fragment of monolog, conversation), or inversion (placing first something which in the natural order of material would come later).

HOW NEWS IS GATHERED

Interest gained through a striking statement: It sometimes costs thousands of dollars or even a human life to bring a single item into the daily paper. That is one of the reasons why methods of news-gathering are fascinating to those who study them.

Interest gained through bringing the subject home to the reader: You eagerly scan the news while you loiter at breakfast over toast and coffee. Yet you seldom think of the difficulties which the gathering of that news involves. Let me tell you of the methods employed by one of the great metropolitan journals.

A RUNAWAY

Perfunctory: One day last summer I was driving in a buggy near a railroad track. A train passed close to my horse

and whistled. When the animal, which was lazy, began to plunge, I saw I was in for trouble. I called to the horse to stop, and pulled on the lines.

Interest heightened by direct discourse and the use of inversion: "Whoa!" I cried, and pulled on the lines. At the whistle of the engine my horse had shaken off his sluggishness and plunged. I saw I was in for trouble. [Note that the inversion is not made at the expense of coherence; the material that follows the new initial statement is carefully adjusted to it.]

Proportion

105. Assign space to the divisions of a composition in proportion to their importance.

Example 1: If you live in San Francisco and are writing a composition on *Aircraft as Mail Carriers*, you will be inclined to discuss too fully the trips between San Francisco and New York. But you should either (a) reduce the amount of this special material or (b) limit your subject to this material alone.

Example 2: In a composition on a man's life do not give so many details about the early years as to be cramped for space when you reach mature achievements. In summaries of books or articles do not report so fully on the earlier sections that you must slight the later.

Note.—The importance of an idea or division is relative, not absolute. Circumstances affect it. A matter inherently of little consequence may be vital to the purpose of a theme. A subordinate topic may be less familiar to the reader than a major one. The end sought, as well as the value of the material, must be considered in apportioning space.

ORDER OF PARTS

Order of Parts

106a. Bring related material together. Do not begin one topic, pass on to another, and then return to the first or to one allied with the first. The simplest way to secure order is to make an outline, placing together all material needed to complete one topic.

Related topics scattered:

ST. LOUIS AS A PLACE OF RESIDENCE

1. Location
2. Industries
3. Climate
4. Educational Institutions and Amusements
5. Health
6. Business Opportunities

Related topics brought together:

ST. LOUIS AS A PLACE OF RESIDENCE

1. Location, Climate, Health
2. Business Opportunities, Industries
3. Educational Institutions, Amusements

b. Arrange the divisions of a composition in a clear, natural order. Choose the order suitable for your material and purpose.

1. Order of Time. Place first that which happens first, and later that which happens later. This order is normal in narration and often useful in exposition, particularly in an explanation of a process.
2. Order of Nearness in Space. Place first that which one would see or encounter first, and proceed to that which is nearest. This order is normal in description.
3. Order of Opposites. Proceed from one object or idea to another which is opposite or in contrast.

A SATISFACTORY ENDING

4. General-to-Particular Order. Give first a general idea or total impression, and follow it with details.
5. Simple-to-Complex or Well-Known-to-Less-Familiar Order. Place first that with which the reader is familiar, or which he will easily understand. Follow it with what is unknown, difficult, or intricate.
6. Order of Diminishing Importance. Place important matters first. This is the order common in newspaper articles, business letters, and advertisements.
7. Order of Climax. Hold back the more important divisions of the subject until the end, or near the end. This order (the opposite of the one last stated) is useful wherever a strong conclusion is desired.
8. Order of Common Experience, or Common Sense. Arrange material as the reader naturally expects to receive it.

A Satisfactory Ending

107. An ending is unsatisfactory if it is (a) incomplete, (b) long drawn out, (c) irrelevant, or (d) high-flown.

- a. Incomplete [final paragraph in a theme on *How to Learn the Use of a Library*]: Before turning away from the general books to be found on the open shelves, the student should observe what subjects they embrace. He will learn that the subjects are many, including history, travel, economics, chemistry, and engineering. [The theme ends with a detail. The main subject is left in suspense, perhaps even forgotten.]

Complete through the addition of a summarizing paragraph: Step by step, the student has made himself familiar with the card index, the numbering system, the arrangement of shelves, and the various classes of books, reserved, reference, and general. In short, he has mastered the means of using the library.

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Complete through a recurrence to the main thought: In learning the various classes of books the student has performed his last task. Henceforth he is able to use the library to advantage.

- b. Long drawn out: We found the boat on the sand-bar. It was so badly battered that we could never use it again. Of course it had received rough treatment in the rapids, the same as we had. Tom and I were surely grateful that we had got safe to land. We have often mentioned since how extreme our peril had been. We trudged painfully homeward, thinking what a narrow escape we had had. [It is doubtful whether the first two sentences add anything essential to the story. The last four certainly do not, and should be omitted.]
- c. Irrelevant: Our arrival in Portland, the City of Roses, brought this memorable journey to an end. We had also taken a side-trip to Crater Lake which I neglected to mention at the proper juncture, and I lack the space to describe it now. [Include the side-trip, if you wish, as an integral part of the theme; but do not broach it as a new topic in closing.]
- d. High-flown: My conclusion is, therefore, that for a home where one may live and make the most of life, no place can surpass California. It is the most glorious realm the sun smiles upon.

Beautiful surroundings cannot fail to touch the heart of man. [The second sentence is flowery, the third moralizing. Omit both.]

Outlines

Three kinds of outlines are illustrated in this article: (a) the Topic Outline, (b) the Sentence Outline, and (c) the Paragraph Outline.

108a. A topic outline consists of headings (nouns or phrases containing nouns) which indicate the important ideas in a composition, and their relation to each other. Conform to the following model:

THE LUMBER PROBLEM

Theme: The decline of our lumber supply requires that we shall take steps toward reforestation, conservation, and the use of substitutes for wood.

- I The depletion of our forests
 - A Former abundance
 - B Present scarcity (especially walnut, white pine, oak)
- II The causes of the depletion
 - A Great demand
 - 1 For building
 - 2 For industrial expansion (ties, posts, etc.)
 - 3 For fuel, and other minor uses
 - B Wasteful methods of forestry
- III The remedy
 - A Reforestation
 - 1 Planting by individuals
 - 2 Planting by the states
 - 3 Extension of the present National Forest Reserves
 - B The prevention of waste
 - 1 In fires, by insects, etc.
 - 2 In cutting and sawing
 - 3 In by-products (sawdust, odd lengths, etc.)
 - C The use of substitutes for wood (concrete, steel, brick, stone, etc.)

b. A sentence outline is expressed in complete sentences, punctuated as in ordinary discourse. Conform to the following model:

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THE LUMBER PROBLEM

- I The depletion of our forests is evident when one compares
 - A the former abundance, with
 - B the present scarcity (of walnut, white pine, and oak, especially).
- II The causes of the depletion are:
 - A the great demand
 - 1 for building,
 - 2 for industrial expansion (ties, posts, etc.),
 - 3 for fuel and other minor uses; and
 - B wasteful methods of forestry.
- III The remedies for the depletion are:
 - A reforestation
 - 1 by individuals,
 - 2 by the states,
 - 3 by extension of the present National Forest Reserves;
 - B the prevention of waste
 - 1 in fires, by insects, etc.,
 - 2 in cutting and sawing,
 - 3 in by-products (sawdust, odd lengths, etc.); and
 - C the use of substitutes for wood (concrete, steel, brick, stone, etc.).

C. A paragraph outline is a series of sentences summarizing the thought of successive paragraphs in a composition. Conform to the following model:

THE DISAGREEABLE OPTIMIST

- I. The present age may be called an era of efficiency, prosperity, and optimism, since efficiency has produced prosperity, and this in turn has produced "optimism"—a word recurrent in common literature and conversation.

OUTLINES

2. The optimist is often not natural or sincere, because his thoughts are centered on keeping up an appearance of being happy.
3. He is intrusive, for he thrusts comfort upon those who wish to mourn, and repeats irritating epigrams and poems about cheer.
4. He is indiscriminating, in that he prescribes the same remedy, "good cheer", for everybody and for every condition.
5. He is sometimes harmful, because he tells us that the world is going well, when conditions need changing, and need changing badly.

d. Mechanical details. Indent headings that are coördinate (that is, of equal value) an equal distance from the margin. One inch to the right is a good distance for successive subordinate headings. Use Roman numerals, capital letters, Arabic numerals, and small letters to indicate the comparative rank of ideas. When a heading runs over one line, use hanging indention; that is, do not allow the second line to run back to the left-hand margin, but indent it. Make the numerals and letters (*I*, *A*, etc.) stand out prominently. The title of a theme should not be given a numeral or letter.

Faulty indention:

Sources of energy which may be utilized when the coal supply is exhausted are

I Rivers and streams, especially in mountain districts

II The tides

III The heat of the sun

Correct hanging indention:

Sources of energy which may be utilized when the coal supply is exhausted are

OUTLINES

- I Rivers and streams, especially in mountain districts
- II The tides
- III The heat of the sun

e. Ideas parallel in thought should be expressed in parallel form. The nature of the thought may call for a series of nouns, noun phrases, verb phrases, clauses, or sentences. Forms differing widely in grammatical rank should not be placed in a series, unless defect in language makes parallelism impossible.

Faulty because lacking in parallelism:

Advantages of a garden

- 1 Profitable
- 2 It affords good exercise
- 3 Gives pleasure

Right [Using nouns]:

Advantages of a garden

- 1 Profit
- 2 Exercise
- 3 Pleasure

Right [Using noun phrases]:

A garden is valuable

- 1 For profit
- 2 For exercise
- 3 For pleasure

Right [Using verb phrases]:

A garden is valuable
because it

- 1 Yields profit
- 2 Provides exercise
- 3 Gives pleasure

Right [Using clauses]:

A garden is valuable
because

- 1 It yields profit
- 2 It affords good exercise
- 3 It gives pleasure

f. Avoid faulty coördination (giving two ideas equal rank when one should be subordinated to the other) and *vice versa*, avoid faulty subordination.

Faulty coördination:

HOW SEEDS SCATTER

- I By wind
- II Through parachutes on some seeds
- III Through lightness of other seeds (easily blown about)
- IV By water
- V By animals

Right:

HOW SEEDS SCATTER

- I By wind
 - A Some seeds provided with parachutes
 - B Others light, and easily blown about
- II By water
- III By animals

Note.—Topics as they first present themselves to the mind are seldom phrased or arranged perfectly. They have to be reworded and regrouped in order that their relationships among themselves and their bearing on the subject as a whole may be recognized. Subordinate topics must be combined, not necessarily under large topics which are already at hand, but perhaps under large topics which the student's own thought must supply.

Faulty phrasing and grouping:

ADVANTAGES OF THE FOUNTAIN PEN

- I To refill it, wherever you happen to be, is easy
- II Anywhere you go you can take it along
- III The point rarely has to be changed
- IV Rust on the point does not spoil the writing
- V In carrying the pen you do not have to carry the ink separately

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The first, second, and fifth topics have an idea in common—namely, that the pen may be carried anywhere without losing its usefulness. The key-idea to this group of topics is portability. The third and fourth topics have an idea in common—namely, that the pen renders just as good service at one time as at another. The key-idea to this group is uniformity of service. The outline is now easily rearranged:

Right:

ADVANTAGES OF THE FOUNTAIN PEN

- I Portability
 - A The pen may be carried anywhere, without difficulty
 - B Ink does not have to be carried separately
 - C The pen may be refilled anywhere, without difficulty
- II Uniformity of service
 - A The point rarely has to be changed
 - B The point is never rusty

09.

EXERCISE IN ORGANIZATION

A. Titles and Limitation of Subject

Examine each of the following titles carefully. If the subject is too broad for development in a student theme, find a title that sufficiently limits the subject. If the title is awkward or inaccurate, rephrase it.

Advertising

Railroads and Telegraphs Make the World Better

The War of 1812

Westward Expansion in the United States

Napoleon

Present-Day Uses of Electricity

Some Questions Noticed in Hazlitt's Essays

B. Irrelevant Material and False Leads

By a careful revision of the following excerpts eliminate (a) false leads and (b) irrelevant material.

My home town has all the characteristics of the typical country village. The last census was taken on a Saturday night. We went about it in such a business-like way that, unlike larger places, we had completed the work within a few hours. The census proved that our population totals nearly eight hundred. But regardless of the smallness of the place, we have an educational system of which we are proud. Two years ago three communities consolidated and began the building of a new high school.

A flapper is a cousin of the vamp, but her purpose is an entirely different one. A flapper does not come from any one social class. She is young, comparatively inexperienced in the ways of the world, enthusiastic, vivacious. She has a pretty face, and an artistic and appealing figure. She is like a new-hatched and pretty birdling that has just begun to flap its wings.

C. The Beginning

By revising these opening paragraphs of themes make them more direct and interesting.

There has been, first and last, a great deal of comment on the fact that travel on state roads is more pleasant than travel on local roads, because local roads are often in a condition of ill repair. Country roads, in turn, are often better than the streets of a small, struggling city, because the county controls the leading country roads but expends nothing on those portions of thoroughfares which lie within corporate limits. The roads of any given area, therefore, exhibit va-

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rious degrees of passability, because of the variety of authority which maintains them.

Three years ago the business men of my city began an agitation, not only for better streets, but also for better roads into the country and to adjoining towns.

Many persons in their time have written about gentlemen, and I am sure they have found the subject a difficult one to write about in such a way as to appeal to the reader. The cause of the difficulty is simple. Every person has his own idea of a gentleman, and is unwilling to substitute the opinion of somebody else.

A gentleman can be neither a braggart nor a meek person; that, I believe, has been universally agreed upon.

D. The Ending

Through a revision of these endings give them the positive qualities necessary to a satisfactory close, and rid them of elements that make for weakness.

When the time came for us to leave, we felt keen regret, for we were enjoying ourselves more than ever. We promised our host that we should come again as soon as we had a chance. After saying goodbye, we drove home to the jingle of the sleighbells, unhitched the horses and put them into the barn, and ourselves hurrying into the house, warmed ourselves well and went to bed.

I don't know whether other people feel the same way about such experiences, but to me they mean spiritual, as well as social, refreshment.

I don't know why it is that wind has an effect on the minds of people, but it surely does, for on the second day all the fellows were grouchy.

The storm lasted two days and disappeared as quickly as it had appeared. I was glad to see a calm sky. I had a restful

feeling as if I had just finished a hard job. Everything seemed calm and peaceful, and everybody felt happy.

It is the same in all storms of life. After they are over, the world seems better to us.

E. Outlines and Order of Parts

1. Improve the title and arrangement of topics in the following outline:

JUDGE BLANKENSHIP'S NEW HOUSE

- 1 External surroundings
 - 2 Roof
 - 3 Upper story
 - 4 Foundation
 - 5 Entrance
 - 6 Ground floor
 - 7 Chimney
 - 8 External appearance
 - 9 In a good neighborhood
 - 10 Judge Blankenship wealthy and popular
2. Rearrange the following outline to secure as effective a contrast as possible:

SCENE JUST BEFORE THE KICK-OFF

- 1 The home team ready to kick off
 - 2 A multitude of rooters for the home team in the north side of the stadium
 - 3 The visiting team ready to receive the ball
 - 4 A handful of rooters for the visiting team in the south side of the stadium
3. Place in order the headings of the following outline on *Tennis as an All-Round Sport*. Subordinate some of

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the headings to others. If necessary, change the wording, or introduce new headings.

A game that can be played anywhere

A game that can be made either strenuous or easy

A game that can be played by old or young

A game (unlike football, golf, rowing, etc.) independent
of special facilities not likely to be had in ordinary
towns

A game that can be played by men or women

A game that can be played by the skilled or the unskilled

One of the most healthful games

A game that can be played by anybody

4. After correcting the outline in (3) in accordance with the instructions, change it into a sentence outline.
5. After correcting the outline in (3) in accordance with the instructions, change it into a paragraph outline.
6. Give a title to the following outline. Place the sentences in order, subordinating some to others. Introduce headings or subheadings of your own, if you find that such are necessary.

A dictaphone is an instrument into which one dictates letters.
The instrument later reproduces the words for an operator, who types them.

The dictator does not have to wait until a stenographer is ready.

The operator may turn back a record several times if she fails to understand at first.

The records soon become worn and the sound of the words indistinct; thus a combination of poor dictator and poor operator wastes the time of both.

The dictator who so chooses may compose his letters before

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or after office hours without requiring the stenographer to put in extra time.

In disputes as to what the dictator said, the record furnishes the means for an accurate settlement.

If the dictator wishes to change the wording, he must say "Correction" and give the new version. If the operator does not hear the record through before beginning to type it, such corrections waste her time and the office stationery.

Many dictators are ignorant, careless, and inefficient, and their dictation is very trying to operators. In offices where large numbers do each a little dictating, some are sure to be slovenly.

Good operators are hard to procure.

The operator may do other work if the machine does not require her whole time.

7. After correcting the outline in (6) in accordance with the instructions, change it into a topic outline.
8. Change the outline in (108c) into a topic outline.

THE PARAGRAPH

Paragraphs are of two kinds, logical and imaginative. The latter is the freer in structure. Approached differently, paragraphs are still of two kinds, isolated and related. The latter is structurally affected by being a member of a whole composition, just as a sentence may be structurally affected by being a member of a paragraph.

The writer should follow the formal rules in developing the logical or the isolated paragraph. He should approach the methods set forth in the rules as closely as possible in writing the imaginative or the related paragraph.

Matters of Form:

Indentation, Length, Dialog

110a. The first lines of paragraphs are uniformly indented, in manuscript, about an inch; in print, about the width of the letter M. After a sentence, the remainder of a line should not be left blank, except at the end of a paragraph.

b. The length of a paragraph is ordinarily from fifty to three hundred words, depending on the importance or complexity of the thought. In exposition, the paragraphs should be long enough to develop every idea thoroughly. Scrappy expository paragraphs arouse the

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suspicion that the writer is incoherent, or that he has not given sufficient thought to the subject. Short paragraphs are permissible, and even desirable, in the following cases:

1. In dialog.
2. In description or narration meant to be emphatic, vigorous, or rapid.
3. In newspapers, where brevity and emphasis are required. (But the student should not take the journalistic style as a model.)
4. In short compositions on complex subjects, where space forbids the development of each thought on a proper scale. (But, as a rule, the student should limit his subject to a few simple ideas, each of which can be developed fully.)
5. In the body of a composition, when a brief logical transition between two longer paragraphs is necessary.
6. In a formal introduction to the main body of a discourse, or in the formal conclusion. (In some instances the paragraph may consist of a single sentence.)

C. Each speech in dialog, with introductory or explanatory matter closely belonging to it, is placed in a separate paragraph.

Right:

Granville stood at the window, fingering his hat, and looking out at the snowfall. He slowly turned to the man at the desk, and asked, "Have you made up your mind, Lathrop?" He held his voice steady.

"Yes."

"You have no money to lend—none at all?"

"Nothing at all," replied Lathrop, busy with some papers on his desk. "Good-bye, sir. I hope I can be of more help to you next time."

Granville paused in the doorway and drew his hand across

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his brow before he spoke: "You will probably never see me again." [For greater emphasis, the last quotation might be detached from its introductory clause and paragraphed separately. The punctuation preceding it might then be either a colon or a period.]

Note. 1.—A brief dialog or portion of a dialog may stand in one paragraph when the purpose of the writer is to subordinate it to a general idea, or impression.

Right:

He was always cheerful. However few the purchasers, his call rang out and his look was expectant. "Do you never grow discouraged?" I often asked him. "Have n't time, Miss." He smiled as he said it, and turned quickly away. "Paper, paper!"

Note 2.—**Successive** speeches constituting one side of a dialog (as **when** only one side of a telephone conversation is reported) may be written in one paragraph, the omitted parts being represented by a series of dots. . . .

Division of Material into Paragraphs

111. Let the paragraphs of a theme correspond to natural divisions of thought. Analyze your material according to the following formula: (1) Does the thought fall readily into two or more large divisions? (2) Does the thought of each large division fall into two or more subdivisions? If the theme is long, devote a paragraph to each subdivision. If it is of medium length, give a paragraph to each large division. If it is extremely short, make sure that it is unified, and include it all in a single paragraph.

DIVIDING INTO PARAGRAPHS

THE WOOLWORTH BUILDING

[One long paragraph to be divided into three]

Though the skyline of Lower Manhattan is pierced by many an imposing edifice, one colossal building overtops all its neighbors. Clay-colored in the glare of the daytime and outlined when darkness has fallen by thousands of electric lights, it is, at any hour, from any point of view, an impressive mass of sweeping vertical lines. It reaches down to bed-rock, and its steel-and-masonry tower soars to a height of seven hundred and ninety-five feet. In shape it is one great elongated rectangle, surmounted by another more slender one, which tapers at last into a triangle, bearing at its apex an American flag. You pass through one of the massive doorways and on through the white, echoing corridor to a complicated and yet orderly arrangement of elevators. Woe be to you if, intending to get off at the third floor, you inadvertently step into a through cage which makes no stop below the twentieth floor. But you will probably prefer to enter the cage marked "Tower Express". You are shot upward at a terrific rate that permits you not a moment to catch your breath or to stop the ringing in your ears. You change to a small elevator, reach the fifty-fourth floor, and are directed out upon a balcony. From here you look down upon roofs uncountable, upon the river full of ships, upon ever-twisting swirls of car-tracks, and streets where the human beings seem mere hurrying mites. You feel their insignificance, and your own. When you descend into the building again, you find to your amazement that it is a city within itself. On nearly every floor are attractive lounging rooms where you may buy almost any article desired, dine, have a manicure, call a uniformed policeman, send telegrams, write or mail letters, take healthful exercise, or engage in a game of billiards. Valets or maids are ready to wait on you. Jewelers, florists, architects, lawyers, invite your patronage. In the lower floors you will even find banks, national, state, and local, with their combined safety vaults in the basement. Also in the cellars are heating plants, water and electric light plants, machinery to run

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the elevators—a bewildering maze of iron, stationary or in motion. Your greatest wonder is that this complexity, this luxury, should be made possible by the little, familiar, red-front ten-cent stores, scattered throughout the United States.

[Apply the formula. The composition falls into three main divisions: (1) The appearance of the building from the street, (2) The ascent of the building and the view from the tower, and (3) The complexity and use of the interior. Each of these divisions (particularly the last) has subdivisions of thought, but in a theme of this length (three written pages) the separate paragraphing of subdivisions would produce a choppy effect. The material should stand in three paragraphs.]

MY VISIT TO THE RODEO

[Eight scrappy paragraphs to be combined into two.]

Last summer I went to the Rodeo known as "Frontier Days" at Cheyenne, Wyoming.

The journeying to Cheyenne seemed a part of a modern, simultaneous pilgrimage from all parts of the country to one central shrine.

From east, from west, from north, from south people traveled for hundreds of miles. Most of them went by automobile or by train.

Of course the trip was wearisome and dusty.

The fair grounds were jammed and crowded with people. Many of the visitors had "Western" costumes.

To be sure, these costumes seemed in many instances new and elaborate, and the wearers appeared ill at ease. Yet the effect was startling; it did furnish background for the picture.

The picture itself was a moving one—in two or three senses of the term. The riding and roping contests interested me most.

I had never seen cowboys in action. Here they more than lived up to the expectations I had formed by reading novels and witnessing the hazardous exploits of the screen.

[Apply the formula. There are two main divisions in the thought: (1) Journeying to Cheyenne, and (2) Seeing the Rodeo. The first cannot advantageously be subdivided. The second falls into subdivisions: (a) the people, and (b) the action. Whether these subdivisions shall be paragraphed together or separately depends upon the length of the theme and upon considerations of unity and emphasis. Since the material is scanty, and since both people and action constitute a part of the spectacle (the larger unit of thought), the subdivisions should not be paragraphed separately.]

The Point of Division between Paragraphs

- 112.** Let the division between paragraphs fall accurately at the point where the thought changes, not at a point before or beyond the logical place of division.

HOW TO PAPER A WALL

[The first paragraph runs two sentences past the end of the first topic.]

If a wall is to be papered, one should at the outset go through several different processes of getting the paper ready. Until all materials are prepared and at hand, no good workman will begin his main task at all. The first thing to do is to cut the strips properly. Another is to mix the paste. Yet another is to apply the paste to the strips without daubing it where it ought not to be. Should any of these preliminaries be omitted, there will be needless trouble later. The lifting of a long strip of wet paper is a delicate task, for if the paper is of a cheap quality it will fall to pieces merely by its own weight. The strip must be made to overlap the adjoining one evenly.

At the same time the designs in the two strips must be fitted into each other without a break. Of course the paper must be stuck to the wall, but how would it look if it hung

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there full of creases and wrinkles? One end of the strip must therefore be attached first, and the remainder must then be brushed smoothly into the right position. The rough ends of the strips must extend close to the ceiling, where they will be covered by the border. Nothing but attention to these various details will enable one to put on the paper in workmanlike fashion.

[There are two main topics: (1) How to prepare the paper, and (2) How to put it on. The first paragraph should end with the sentence: "Should any of these preliminaries be omitted, there will be needless trouble later".]

Unity in the Paragraph

113. Give the paragraph oneness. Strike from it any elements which make against unity in thought or in the general effect. In theory, each paragraph should deal with a single topic. This ideal should be achieved in formal exposition, and approached as closely as possible in informal writing.

THE ADVANTAGES OF TRAVEL

[Gross violation of logical unity]

I enjoy travel mainly because it makes us acquainted with different types of people of various countries. Of the European races, I believe I like best the English. It is natural that we should be most drawn to people related to us by blood and language. In fact I am in favor of America's seeking a defensive alliance with Great Britain. Many persons feel that there will not be another war; but I disagree. I think the instinct for war is implanted in human nature, and can never be rooted out. [The topic shifts from sentence to sentence: *travel and races, the English, an alliance, war*. The thought expressed in the opening sentence should be developed; instead, it is abandoned and forgotten.]

Note.—In informal writing, a reasonable amount of freedom is permitted; one may slightly change the direction of the thought, or touch upon a related idea not important enough to form a paragraph to itself.

A BOOK THAT INTERESTED ME

[Illustrative of unity in informal writing]

I have lately read with keen pleasure James Fenimore Cooper's romance *The Pilot*. It contains an excellent portrayal of the men who "go down to the sea in ships". The portrayal is based on first-hand observation; Cooper had been a sailor himself. After he had retired to a life ashore, he was one day reading Scott's *Pirate* and found so many blunders, due to the author's being a landsman, that he resolved to write a sea story which should truly reflect actual nautical conditions. *The Pilot* was the outcome of his resolve. In *The Pilot* he succeeds but moderately in picturing the officers. He of course gives special attention to John Paul Jones, who appears in the story in semi-disguise. But he draws the common sailors with vivid and realistic power. The cockswain Long Tom Coffin, a sort of Natty Bumppo of the sea, is the one unforgettable character in the book. [The topic is the portrayal of seafaring men in *The Pilot*. With this topic four elements in the paragraph lack strictly logical connection: (1) the writer's pleasure in reading the book, (2) Cooper's having been a sailor, (3) the account of the composition of the narrative, (4) the reference to another of Cooper's heroes, Natty Bumppo. But (1) forms a natural introduction. (2) and (4) so blend with the main thought as not to obscure unity. Only (3) really diverts attention from the topic; and even it has sufficient relevancy to make us hesitate whether to include it for the sake of its special interest or to exclude it for the sake of enhanced unity.]

Cooper plainly cherished for the ocean itself a love as deep as that for the men who sailed it. He makes us scent the vigor of its brine, hear the rush and breaking of its waves, catch the sweep of its moaning winds, and thread with primitive

THE TOPIC SENTENCE

elation its dangerous and reef-strown channels. When he describes its limitless spaces, its changing horizons, and the great clouds driving above it, he is not only enthusiastic—he is genuinely poetic. I consider *The Pilot* the very best of the oldtime sea yarns. [The last sentence forms a conclusion, not to the paragraph, but to the whole theme. It should be placed in a paragraph to itself.]

Use of the Topic Sentence

14. As a special means of securing unity, condense the central thought (or the mood or impression) of a paragraph into a topic sentence. The sentence should come normally at or near the beginning. The remainder of the paragraph should contain nothing foreign to the central thought.

Imperfectly unified:

The mean-spirited fellow may rise to noble conceptions when the national safety is endangered. The quiet, unassertive chap may prove a daredevil on the field of battle. The boor who pushes past you through the door you have opened may give you his place in the last boat lowered from the sinking ship. The thief or the cheater may be the volunteer when only a transfusion of blood can save a child's life. [The items are, as they stand, unrelated; yet they are plainly meant to develop a single thought or purpose. Something is required to bind them together and to give them point. The missing element is a topic sentence at the beginning: "Emergencies bring out unsuspected qualities".]

Not unified:

The age of invention dates from the middle of the eighteenth century to the present. The steam engine, the cotton gin, the locomotive, the telegraph, the telephone, the reaper, the automobile, the airship, radio—these and a thousand similar contrivances came into existence in the period that extends from

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Watt's time to ours. It was in 1755 that Johnson wrote the famous letter to Chesterfield which really served notice that literary men would thenceforth depend, not upon a patron, but upon all such persons as knew how to read. Since that time, through the establishment of schools which ordinary people might attend and in increasing numbers did attend, through cheap postage and the rapid transit of the mails, through the founding of newspapers and popular magazines, and through numerous other agencies and influences, the reading public has steadily grown. [Here are two ideas, apparently unrelated. Unless unified (made one) in some way, they do not belong in the same paragraph or even in successive paragraphs. They may be unified through a topic sentence: "The progress of invention and the development of a reading public have been practically simultaneous".]

Note.—The topic sentence may be used, not merely for paragraphs, but for larger divisions or for the whole composition. It is used more often in formal than in informal writing. It may be used in latent form even when it is not expressed; that is, the idea which it would embody if it were framed may be kept in mind as a unifying force.

Evidence of Unity

An idea or a topic may be relevant to the general subject, or to adjoining material, and yet give the appearance of irrelevance. Actually, there is a logical connection, but the connection is not made obvious in words.

115. Provide any necessary evidence of unity. Make obvious the fact that the paragraph (or larger division) is relevant to the subject. Make obvious the

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fact that each element in the paragraph is relevant to the paragraph.

Unity of a paragraph with the subject not shown [The paragraph is from a theme on *Why the Indian Ceased to Resist the White Man*. Some of the reasons for the cessation of resistance have already been stated]:

Buffaloes once ranged the prairie, thousands in a single herd. They were easily killed, and they meant to the Indian what grain, pork, beef, and mutton meant to the white man. Then our government began the systematic slaughter of the buffaloes. The process was continued until the species was almost annihilated. [Only the underscored words give any indication how the thought of the paragraph is connected with the general subject; and these words show the connection but dimly. Definite evidence of unity is required. It may take the form of an opening sentence: "Another reason for the cessation of resistance was the destruction of the buffaloes", and of an added sentence at the close: "When the Indian's meat supply was taken from him, his power of making war on an extensive scale had departed".]

Unity of an element with the paragraph not shown:

I lived in Richmond five years. I was healthy, full of animal spirits, ready for fun and mischief. In school I was neither distinguished nor dull. My religious training was ordinary; I belonged to the Congregational Church. Richmond is, of course, full of reminders of its historic past. [The last sentence has no obvious connection with the topic of the paragraph, the writer's life in Richmond. It should be so phrased as to carry the evidence of its unity with this topic: "I was, of course, affected by the many reminders of Richmond's historic past".]

Note.—Sometimes a writer mentions in rapid succession various minor facts or ideas in order to reach material

he wishes to emphasize. The result is a paragraph of miscellaneous character. Such a miscellany must not be retained if any part of it is openly or needlessly irrelevant. But often the miscellany possesses latent unity which may be made manifest, or at least perceptible.

I lived in Richmond five years. I was healthy, full of animal spirits, ready for fun and mischief. In school I was neither distinguished nor dull. My religious training was ordinary; I belonged to the Congregational Church. I was, of course, affected by the many reminders of Richmond's historic past. Shortly after my eleventh birthday the family moved to Cleveland. I finished the grade school there. It was not until I entered at Cleveland High School that my eventful years began. [To the topic announced—the writer's life in Richmond—only a part of the paragraph is relevant. To a broader topic—an uneventful childhood—the entire paragraph would be relevant. This broader topic should be given expression in a sentence to be placed at the beginning of the paragraph: "My childhood was uneventful".]

Repetition of Structure

116. Special emphasis may be obtained by repeating a construction through part or all of the paragraph.

Emphasis through frequent repetition of structure:

Congressman Hurst sprang up indignantly. "Mr. Speaker!" he shouted. "Our opponents have tried to moderate this measure. They have done their best to kill it in committee. They now seek to prevent its consideration by this House. I protest against these obstructive tactics." From the orator's right rang the plaudits of his friends, delighted by his outspokenness. From his left sounded the murmurs of his enemies, incensed by his accusations. From above him rose the tumult of the galleries, agitated by the manifest crisis.

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Emphasis through continued repetition of structure:

Patriotism is not membership in an order of the descendants of noble sires. One's patriotic ancestors may have exhausted the strain of high loyalty in the blood. Patriotism is not Fourth of July display. One may explode firecrackers, or fly the flag, or make the eagle scream in a public address without possessing aught better than momentary enthusiasm. Patriotism is not subservience to the mob. One may take his stand on the side of the majority without adhering to sound principles of citizenship. Patriotism is service of country with the best of one's heart and brain; it is steadfast and intelligent devotion to all things which contribute to the true and permanent welfare of the country.

Emphasis through sustained parallelism:

Moderwell was thrifty. He toiled long and hard, saved his earnings, and looked far ahead. One rarely saw him engaged in anything but work. Putnam was shiftless. He loitered continually, threw away his money, and thought not of the morrow. One rarely saw him engaged in anything but idleness. [Observe that parallelism may reveal contrast as well as similarity.]

Note.—The repetition or the piling up of structural elements in threes, as in the examples above, is an effective rhetorical device. The device may be applied, with such elements as words and phrases, to small units of composition; see the Note under 47. But when used needlessly or frequently, it becomes artificial.

Coherence in the Paragraph

17. Form the sentences of a paragraph into a sequence, not merely into a group.

- a. Secure coherence by arranging sentences in a clear order.** Supply information at the time it is needed to assist the forward movement of the thought, not afterward.

No steady forward progress of thought:

Esther was a beautiful girl who had been brought up by Mordecai, a nephew of her father. She had lost her father and her mother. She was raised to the throne of the empire by Ahasuerus, from a lowly, quiet life in the home. She was a Jewess.

Orderly sequence of sentences:

Esther was a beautiful Jewish girl who had lost her father and mother. She was brought up by Mordecai, a nephew of her father, in a simple, quiet home. From this low estate she was suddenly raised by King Ahasuerus to a place beside him on the throne of the empire.

- b. Secure coherence by modifying the structure of sentences.** The most common devices are end-linking (making a second sentence begin where the first leaves off) and parallelism.

Two sentences end-linked:

Phoenicia carried on its commercial enterprises from the eastern coast of the Mediterranean. From the southern coast of the same sea the Carthaginians later conducted an even more extensive commerce.

Two sentences parallel:

From the eastern coast of the Mediterranean the Phoenicians carried on an extensive commerce. From the southern coast of the same sea the Carthaginians later carried on a commerce even more extensive.

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c. Secure coherence by using reference words. The words most often used in making reference are nouns, pronouns, and correlatives.

Jefferson did not believe that the United States government had the Constitutional right to acquire territory. But an exigency arose which caused him to set his theory aside. Louisiana had been in the possession of Spain. But Spain had of late disposed of it to France, and thus the vast territory that bordered on ours had fallen into the hands of Napoleon, builder of empires. One possibility was to take no action regarding this menace to our future safety as a nation. The other possibility, springing from Napoleon's temporary willingness to sell, was to buy Louisiana outright. Jefferson supported the American commissioners abroad in preferring the latter course. His career affords many proofs of his practical statesmanship, but none more convincing than this. [Each of the underscored expressions refers to a preceding or a following element in the paragraph. The expressions bind the paragraph together and make the progress of the thought easy to follow.]

d. Secure coherence by using transitional expressions.

Ten years ago American women who wished to take up farming as a vocation were thought to be fanatics. We knew, of course, that the women of Europe had harvested crops for generations. But we were ruled by certain fears and conventions. Only when the war broke upon us did we tolerate widening the scope of woman's labors. We then discovered that our farms lacked two million hands. We organized an agricultural army. Soon many large farms were managed entirely by women, women quick to learn and patient in difficulties. Now that the war is over, we find that thousands of women are continuing in farm work, both in management and operation.

Note.—A transitional sentence may be necessary to indicate the relationship of one paragraph to another, or to indicate to the reader what progress has been made and what new turn of thought is to be encountered. Ordinarily the right place for a transitional sentence is the beginning of a paragraph.

Transitional sentence pointing forward:

Let us turn to the advantages of the hot-water system of heating. . . .

Transitional sentences pointing backward and forward:

We have considered the advantages of the hot-air system of heating. Let us now turn to those of the hot-water system. . . . [Or] Having considered the advantages of the hot-air system of heating, we may now turn to those of the hot-water system. . . . [Or] Marked as are the advantages of the hot-air system of heating, those of the hot-water system are more marked still. . . .

Methods of Developing the Expository Paragraph

118. Develop each paragraph into a well-rounded unit of thought. Employ the method (or methods) suited to your topic and purpose. The usual methods are: (a) definition, (b) illustration or example, (c) comparison or contrast, (d) elimination, (e) justification, (f) repetition. Often (g) a combination of methods is employed.

- a. **Definition** [Give a definition at or near the beginning, and elaborate it, or explain any of its terms that might be ambiguous, in the remainder of the paragraph]:

Before we "tell it to the marines" we should be sure we can

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tell what a marine himself is. *A marine is a soldier who serves on a vessel of war.* This does not in any way imply that he never sees service ashore. On the contrary, his most important duty is to be hurried to ports where trouble has broken out and to be disembarked there. If the trouble is serious, the regular soldier may later replace him; but meanwhile to distracted populations he is the only representative, the one prompt restorer, of law and order. When not engaged in enterprises of this kind, he leads an unenviable life aboard ship, where he is the victim of the contempt and the butt of the ridicule of sailors.

- b. Illustration or Example** [Make clear the meaning of an abstract term or a general statement by showing how it applies to actual things or in specific instances]:

An important law of political economy—important because it is widely applicable—is the law of diminishing utility. One's desire for a certain commodity is reduced as the amount of that commodity increases. A person may like ice cream very much. After he eats the first dishful, however, his desire abates; with a second dish it ceases to be intense; with a third it expires or becomes negligible. Similarly, the value of economic goods decreases as the supply increases, a relationship which we call "the law of diminishing utility".

- c. Comparison or contrast** [Place ideas or objects alongside each other, and enumerate the points of difference or similarity]:

Most men will tell you that a person should always pay in cash for his purchases. But I have heard it contended that he does more wisely to buy on credit, especially if he has gone to live in a city where he is not yet well known. There are advantages in both methods. If a person pays cash, he buys less. Every time he makes a purchase he sees the actual money leaving his hands, and the sight has a psychological effect upon him; rather than part with the money he will dispense with the article. Thus at the end of the year he not only has a fuller purse, but has made frugality a habit. If a person buys on credit, though of course he buys more, he finds compensation

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for his monetary loss. His name comes to the attention of the proprietor of the store, who never waits on him personally and might never hear of him were his account not carried in the books. Thus if he buys at the right places, and makes prompt settlement at the end of the month, he forms valuable acquaintances, and soon becomes known as a man to be trusted.

- d. **Elimination** [By rejecting, one after the other, successive alternatives, make clear what an idea or proposition is not; afterward state definitely what it is]:

Just what does constitute a libel published in a newspaper is often hard to determine. It is not criticism of the government or of governmental officials, for the Constitution provides for freedom of speech and of the press. It is not denunciation of political policies, for such denunciation is the normal procedure in every political campaign. It is not the printing of news that is false or only partially true, for errors are made unavoidably every day. Libel is the malicious defamation of a person, made public by writing, and tending to provoke him to anger, or to expose him to public contempt or ridicule.

- e. **Justification** [Give the facts or ideas to justify a statement which might seem arbitrary if unsupported]:

It is oftentimes folly to buy an article manufactured by the best-known firm in the field. In instance after instance such firms, after building up a reputation, have made it the basis of mere, selfish profit. The article will sell; why should they be disturbed whether its quality has deteriorated? The less-known firms have yet to win the favor of the public. To compete with a well-established rival they must make their goods superior to his. They offer you an article attractive, not for its trademark, but for its intrinsic worth.

- f. **Repetition** [Clarify a statement by repeating it in other words or from new angles of approach]:

The girl who is every girl's friend is a person I cannot understand. All the other girls assume for her the status of beloved comrades. Not one is disqualified from this intimate

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relation by lack of social position, of charm, of style, of temper, even of intelligence. No freshman is so humble as to be beneath her notice; no sophomore is so lofty as to be outside the pale of her friendship. She beams at each addition to her large following, and says of every one, "I do like her; she's a peach!" I could understand this attitude toward men, I think; but her friendship is for women—all women. I repeat it: I cannot understand her.

g. Combination of Methods [Use the foregoing methods in any combination appropriate to the thought]:

We may [Definition] define wealth broadly as that which satisfies human want; but we shall understand the term better if we divide it into the two constituents, usually called free goods and economic goods. [Contrast] Free goods, as a rule, are found near at hand in abundance; but the most obvious characteristic of economic goods is scarcity. Free goods, being everywhere at man's disposal, are ordinarily to be had without expense or labor; but economic goods are obtained only at a cost in money and effort. [Example] Free goods include such things as fresh air, sunshine, and water. Economic goods include such things as food, fuel, and clothing. [Definition continued] Of course the division is not hard and fast. Free goods may be changed into economic goods by becoming rapidly scarcer. [Example] Standing timber, for instance, may come under the ownership or control of individuals, so that the supply is limited. [Contrasting example] That same timber in the form of the lumber in the houses of a deserted mining town may again become common property; but the likelihood of such reversion is rare, and [Definition continued] in general we may say that economic goods do not become free goods.

Note.—In most of the foregoing examples, as in most expository writing in general, the topic sentence (See Article 114) is employed either openly or in some disguised form. The topic sentence is normally given at the outset, and paraphrased or referred to at the close.

Without final recurrence to the initial statement the thought of a paragraph would, in many instances, be left uncompleted.

119. EXERCISE IN THE PARAGRAPH

A. The Topic Sentence and Linking Phrases

In each of the following paragraphs underscore the transitional phrases once, and the topic sentence twice.

1. Aaron Burr was not a traitor to his country. That is to say, he was not a traitor by the Constitutional definition of the term. For article three, section three, of the Constitution asserts that "Treason against the United States shall consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort". Burr did neither of these things. It is true that, in a decidedly indiscreet manner, he prepared an expedition against Mexico, intending to make his daughter empress of that country. As is perhaps natural, the people of his time thought that he was planning a secession movement. However, if he had not been basely deceived and arrested by his supposed friend, James Wilkinson, the comparatively innocent intent of his maneuvers would have been discovered, and he would not have borne an ignominious name throughout history. In spite of the fact that John Marshall, Chief Justice of the United States, acquitted Burr, historians have been slow to treat his case honestly.

2. Recently I read a book which explained several types of social reform. In his *Republic* Plato contemplated a communistic scheme of government quite different from any modern social system. Society, according to his plan, was to be divided into classes, not according to wealth, but according to special fitness: the artisans, the soldiers, and the magistrates. The last two were to be the governing classes, and were to be

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educated for their high positions in a community in which all possessions were to be held in common. Contrary to our present economic status, no man was to labor for himself, but each was to do what was for the good of all, and to be rewarded from the common treasury. At the present time the family is regarded as the nucleus of the social system. But Plato felt that, in so far as the upper classes were concerned, family interests and prejudices might interfere with the interests of the state. He therefore provided that all children were to be taken from the parents and reared as a public charge. The guardian or governing class was then to live like a single, unified family, its main duty and pleasure being to look after the interests of the laboring class. Plato's theory differs from modern socialistic theory in that Plato desired communism for only the upper classes of society.

B. Division of Material

Rewrite the following material, dividing it into clear logical paragraphs, each of which shall follow the rules for the topic sentence, unity, evidence of unity, coherence. Modify sentence structure or the order of material; add anything that appears to be lacking; delete whatever is superfluous.

3. Window decorating is an art which cannot be acquired in a few days. Too often the same style is used over and over, and the monotonous effect is overlooked by the decorator. Just of late the use of panels has been very popular, but already panels are becoming tiresome. We do not care to look at the same thing all the time. If we are to be interested in a display, something distinctive and original must be shown. Imitation cannot be practiced forever. Why not have a week of one display, followed by a week of something else? In thinking of windows I am reminded of the story about the boarders who one day left slips of paper by their plates, and on every slip was

written, "Hebrews 13:8". The landlady immediately hunted her Bible and looked up the reference. She found, "The same yesterday, today, and forever". The color scheme is very important in preparing a window. Without thought of color, a window can be so lifeless that people passing do not pay any more attention to it than they do to the window of a company that has gone out of business. The color selected for the background should be one that best brings out the qualities of the goods for sale. Dark shades are better for windows than the light shades, for pale colors may give the window a sickly or unattractive appearance. Contrast is often desirable. A line of toilet articles may be strikingly displayed in a window of dark colors. Some combinations are positively bad, for instance scarlet with black, or ordinary red with violet. Merchants who trim windows in such colors as these may think that people lack a knowledge of such things, but taste will quickly tell people that colors are wrong, whether they know why or not. If a person stops to look at a window, he may go in and buy something. Windows should be given earnest attention.

4. The fool in Shakespeare's plays is really not a fool. He often turns out to be wiser than his master, as in the case of *King Lear*. The fool in this play seemed to realize from the first the terrible mistake Lear made when he divided his kingdom among his daughters. Of course he could not give the king advice, his duty being to amuse, to sing, dance, crack jokes, and save his master from melancholy. The Elizabethans must have been fond of seeing the fool upon the stage, for he appears in many of their dramas. In fact, he is a stock figure of the Elizabethan theater. The different functions which a fool may serve in a play are these: he makes more prominent the actions of the main character; he satirizes the manners and customs of the time; he provides relief for the audience after tragic or serious scenes. If it were not for the fool, I think we might find some of Shakespeare's plays somewhat dull. In *King Lear* the fool was one of the most loyal friends the king had. He stood by the king through all trouble. This particular fool was not a fool at all, but decidedly intelligent. He

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understood perfectly the intrigues against his master, and gave many warnings, all in a joking manner which would not give offense. These facts show that the fool had wisdom.

C. Unity, and Evidence of Unity

Make a criticism of the following paragraphs. Is the topic clearly announced? Do the sentences all bear directly, obviously, upon the topic? Does the paragraph end properly? What changes would you suggest as promoting unity?

5. If I were to be in school next year, I should, for a number of reasons, specialize in history. The main reason for this step is that I plan eventually to study law, and to this end no study is more helpful and useful than history. Then, too, economics as a minor is something I or any one will find helpful, especially in keeping up with the times. New ideas and inventions are being wrought so rapidly that if a person is not wide awake he can hardly comprehend what is going on in the world. In the next place, history is a study by which we learn what advances have been made, and how they have been made, from earliest civilization, through the Middle Ages and the Renaissance, to modern times. This makes history interesting as well as instructive. And finally, one is very often inspired and encouraged by the acts of some man whom we read about in history.

6. The manufacturing of moving pictures has developed into a science. The acting is not the one all-important thing, though many people imagine that it is. We see hundreds of moving pictures, but seldom realize the hidden art that must be applied by both the camera man and the "cutter". The cutter is the man who puts the picture together. He must decide which scenes are to be left long (as they all are when originally taken) and which are to be cut short or omitted. The choice is not a matter of guesswork with him. He does not permit a scene

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to be drawn out when it is uninteresting and bears little upon the main theme. In fact, the cutting out of needless matter from each scene is much the same revision that an author performs after reading and rereading his work. The parts of a film must be in proportion to one another. A part that is cut need not be poor; it may be very good. It may be merely too long with regard to the other scenes. Taste is the criterion in piecing moving pictures, and not chance.

D. General

Rewrite the following paragraphs. Announce the topic and develop it, securing unity and coherence throughout.

7. Psychology is very important, for it is through psychology that the laws of attention, association, memory, and interest are known. Without a knowledge of these, a writer of advertisements would have little idea of the best way to attract the attention of prospective buyers, or of the way to hold interest after it is secured. The aim of the advertiser is to present his commodity in such a way that pleasant associations will be aroused. If the reader is pleased with the advertisement, he will be interested in the article; and when the need for it comes, he will remember that particular brand. The function of the advertisement is to attract attention, to create desire and confidence, and finally, to stimulate action. The laws of association are especially important, because people have instinctive feelings of like or dislike for certain objects.

8. We often have industrial crises, and periods of depression, but we seldom know why. Some of the causes are known, and some are unknown. In our competitive system, production is ill-adjusted to consumption. In the rush to invest capital in new enterprises, the chances for poor adjustment are greatest. A manufacturer does not know how great the demand for his commodity will be, and so will not adjust his out-

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put correctly to the demand. There will then be an overabundance of product on the market, and the plant will have to cease activities until the supply has decreased to normal. Prices will drop; workmen will be thrown out of their jobs, and there will be a general depression, the forerunner of an industrial crisis. The adjustment of production is one great factor to be considered. Many critical situations have arisen because the manufacturer did not adjust his output to the demand of the market.

LOGIC

Vague or Fuzzy Thinking

- 120.** Make your thinking definite, accurate, orderly, complete. Determine clearly in your own mind what you wish to say.

Failure to limit or qualify: If a tariff is not placed on Cuban sugar, a large area of land will be almost useless, as it was, used for cattle raising. [Land where? Useless when? Useless why?]

Right: If a tariff is not placed on sugar, a large area of land in America will be almost valueless, as it was twenty years ago. The chief industry of several Western states is growing sugar beets, and if this industry is not protected, much land will be fit for nothing but cattle raising.

Failure to link and show cause: Americans were welcomed in Texas first, up to 1830, but they were forbidden as soon the Americans would rule Texas.

Right: At first Americans were welcomed in Texas, but after 1830 immigration was forbidden because the Mexican authorities feared that Americans would gain power and rule Texas.

Failure to indicate comparative values: Lincoln was a tall, gaunt man. He is the representative of American democracy at its best. His early life was one of poverty and hardship.

Right: Lincoln arose from poverty and hardship to become the representative of American democracy at its best. In personal appearance he was a tall, gaunt man . . .

Failure to give the reader his bearings, to separate ideas, to mark the progress of thought and clinch the main point at the end:

It is important when a new article is placed on the market. Eskimo Pie is an article which I remember very well when it was placed on the market. The words were curious. I bought a pie on account of the name, and when I found out, I

FUZZY THINKING

thought it was good. What it is important for when an article is placed on the market, is how the public comes to know about it. I mean what way is it brought to the attention of the public. Eskimo Pie was a very effective way. Sometimes the way it is brought to the attention of the public is an appropriate name for it is advertised for. Another way is advertise the name in a way that the public is curious what it means, and that is the way Eskimo Pie was. Post Toasties was the same. "The kind with the bubbles" is what the advertisement said. Of course everybody wanted to find out. [The expression in this paragraph is shambling mainly because the writer has not clearly grasped the thought. A vague, misleading topic is announced; the real topic is not made clear until the fifth and sixth sentences, where it appears as an afterthought. Eskimo Pie, besides being discussed in three places instead of one, is brought in as an illustration before we know what is being illustrated. The two kinds of advertisements are not sharply differentiated. Finally, the paragraph is left hanging; its central idea is not driven home.]

Improved:

When a new article is placed on the market, the method of bringing it to the attention of the public is important. The article may be introduced by means of an advertisement asking an appropriate name for it. It may be introduced through an advertisement of the name itself such as will arouse curiosity. The latter method was employed in the case of Eskimo Pie. The name was dangled before the public; everybody became curious as to the meaning of the words, and everybody bought a pie to satisfy his curiosity. I was one of the early purchasers, and I recall that I instantly felt how appropriate the name was. Similarly, Post Toasties were first advertised as "the kind with the bubbles". We were all set wondering—the kind of what? why the better for bubbles?—and we resolved to find out. Both Eskimo Pie and Post Toasties have had extensive sales, but they might never have been given a real trial by the public had they not been brought to the attention so adroitly.

Undeveloped Thought

121. Do not halfway express an idea. If the idea is important, develop it. If it is not important, omit it.

Incomplete: Haunted houses, in my opinion, is only a superstition.

Right: The belief that houses can be haunted is, in my opinion, only a superstition.

Puzzling: McAndrew had inherited money, his suitcase being plastered with labels.

Right: Since McAndrew had inherited money, he had traveled extensively. His suitcase was plastered with the labels of foreign hotels.

Careless: In looking for gasoline troubles, we forgot to see whether the tank was supplied.

Right: In looking for the cause of the trouble, we forgot to see whether the tank was supplied with gasoline.

Logical Conformity in General

122. No discord in logic should be permitted between elements of a sentence or of sentences.

Inaccurate: He liked to pore over some strange map, as Africa. [Africa is not a map.]

Right: He liked to pore over a map of some strange region, such as Africa.

Inaccurate: The process of making the celluloid film is originally in strips about two feet wide by two or three hundred long.

Right: The process of manufacture results in a celluloid film about two feet wide by two or three hundred long. [Or] The celluloid film is made in a strip about two feet wide and two or three hundred long.

LOGICAL CONFORMITY

Inaccurate: At the head of the subscription list is a well-known name. He gave fifty dollars.

Right: At the head of the subscription list is a well-known name. Fifty dollars is the amount written opposite it.

[Or] At the head of the subscription list is the name of a well-known person. He gave fifty dollars.

Inaccurate: His promotion was rapid, and soon he attained a vice-president.

Right: His promotion was rapid, and soon he attained a vice-presidency. [Or] His promotion was rapid, and soon he attained the position of vice-president.

Inaccurate: Born in a log cabin gave him a poor start in life.

Right: His being born in a log cabin gave him a poor start in life. [Or] The fact that he was born in a log cabin gave him a poor start in life.

Inaccurate: It is proof of true loyalty to watch young fellows lay down their lives.

Right: For young fellows to lay down their lives is proof of true loyalty. [Or] One sees proof of true loyalty when he watches young fellows lay down their lives.

Inaccurate: A fine example of what a gentleman should be took place on a crowded street car. [Does an *example* ever *take place*?]

Right: A fine example of what a gentleman should be came to my attention on a crowded street car. [For further instances of the use of the wrong word see 62.]

Note 1.—Avoid partial conformity. Do not connect an element with other elements one or more of which it cannot logically accompany.

Inaccurate: The leader, and no other member of the band, was not captured. [*Was not captured* accompanies *the leader* and *no other member*. It cannot logically accompany the latter.]

Right: Neither the leader nor any other member of the band

was captured. [Or] The leader was not captured. Nor was any other member of the band.

Inaccurate: Here are photograph galleries, machine shops, gardens, bookbinding materials, carpentry, and various other occupations and trades which the monks can follow. [*Carpentry* is the only *occupation* or *trade* mentioned; the other items are *places to work in* or *materials to work with*.]

Right: Here are photograph galleries, machine shops, gardens, bookbinderies, carpenter shops, and various other places where the monks may work at almost any occupation or trade.

Note 2.—In giving information about books, do not confuse the title with the contents or some part of the contents. Be accurate in referring to the time, scene, action, plot, or characters.

Inaccurate: The subject of this book deals with the labor problem.

Right: The subject of this book is the labor problem. [Or] This book deals with the labor problem.

Loose thinking: Shakespeare's *Hamlet* occurs in Denmark [The scene is laid?]. Many passages are powerful, especially the grave-digging [Is grave-digging a passage?]. The character of Horatio is a noble fellow [conception] and the same is true of Ophelia [Ophelia a fellow?]. The drama takes place over several weeks [The action covers a period of several weeks].

Caution.—The rule should not be applied so rigorously as to prevent a natural figurative use of language.

Permissible: One night he saw a light on a remote hill, and on asking the villagers, he learned that it was a ranch house. [Strictly, a *light* is not a *house*, but to insist upon literal speech in such a sentence is to press logic too far.]

COMPARISONS

is when or is where Clauses

3. Do not use a *when* or *where* clause as a predicate noun. Do not define a word by saying it is a "when" or a "where". Define a noun by another noun, a verb by another verb, etc.

Wrong: The great event is when the train arrives.

Right: The great event is the arrival of the train.

Wrong: Immigration is where foreigners come into a country.

Right: Immigration is the entering of foreigners into a country.

Wrong: A simile is when one object is compared with another.

Right: A simile is a figure of speech in which one object is compared with another.

Note.—A definition of a term is a statement which (1) names the class to which the term belongs, and (2) distinguishes it from other members of the class. Example: A quadrilateral is a plane figure having four sides and four angles. To test a definition ask whether it separates the term defined from all other things. If the definition does not do this, it is incomplete. Define *California* (so as to exclude other states), *window* (so as to exclude *door*), *star* (exclude *moon*), *night*, *rain*, *circle*, *Bible*, *metal*, *mile*, *rectangle*.

Comparisons

24. Comparisons must be completed logically.

Wrong: His speed was equal to a racehorse.

Wrong: Of course my opinion is worth less than a lawyer.

CAUSE AND REASON

Wrong: The shells which are used in quail hunting are different than in rabbit hunting.

Compare a thing with another thing, an abstraction with another abstraction. Do not carelessly compare a thing with a part or quality of another thing. Always ask yourself: What is compared with what?

Right: His speed was equal to that of a racehorse.

Right: Of course my opinion is worth less than a lawyer's.

Right: The shells used in quail hunting are different from those used in rabbit hunting.

Self-contradictory: Chicago is larger than any city in Illinois.

Right: Chicago is larger than any other city in Illinois.

Impossible: Chicago is the largest of any other city in Illinois.

Right: Chicago is the largest of all the cities in Illinois.

[Or] Chicago is the largest city in Illinois.

Note.—After a comparative, the subject of the comparison should be excluded from the class with which it is compared; after a superlative, the subject of the comparison should be included within the class.

Wrong: { taller of all the girls
tallest of any girl

Right: { taller than any other girl [comparative]
tallest of all the girls [superlative]

Cause and Reason

125. A simple statement of fact may be completed by a *because* clause.

Right: I am late because I was sick.

But a statement containing *the reason is* must be completed by a *that* clause.

CONTRADICTION, DOUBLE NEGATIVE

Wrong: The reason I am late is because I was sick. [The "reason" is not a "because"; the "reason" is the fact of sickness.]

Right: The reason I am late is that I was sick.

Because, the conjunction, may introduce an adverbial clause only.

Wrong: Because a man wears old clothes is no proof that he is poor. [A *because* clause cannot be the subject of *is*.]

Right: The fact that a man wears old clothes is no proof that he is poor. [Or] The wearing of old clothes is not proof that a man is poor.

Contradiction, Double Negative

26. Do not permit one expression or statement to contradict, or appear to contradict, another. Especially avoid the double negative and kindred expressions (*not hardly, not scarcely, etc.*)

Illogical: Peter was a disciple of unswerving loyalty. . . .
He denied his Master three times in one night.

Exact: On most occasions Peter as a disciple was staunchly loyal. . . . He was not always true to his better nature.
He denied his Master three times in one night.

Contradictory: Too many come to school with interest in only one branch of work and lose interest in others.

Right: Too many come to school with interest in one branch of work, having lost interest in others.

Semi-contradictory: Since it was a great hunting ground, different tribes of Indians would fight for their privileges on this lake.

Right: Since the surrounding territory was a great hunting ground, different tribes of Indians would fight for their privileges on this lake.

Wrong: He isn't no better now than he was then. [Logically, *not no better* means *better*. The two negatives cancel each other and leave an affirmative.]

Right: He isn't any better now than he was then. [Or] He is no better now than he was then.

Wrong: We couldn't hardly see through the mist.

Right: We could hardly see through the mist. [Or] We couldn't see distinctly through the mist.

Wrong: Not but in one essay did I find Lamb making humor out of sadness.

Right: In but one essay did I find Lamb making humor out of sadness.

Mingling of Facts and Personal Opinion

127. Make the boundaries definite between facts and your opinion of facts. First lay before your reader the material about which there can be no dispute; then interpret it or argue about it; do not let the reader be doubtful where the material ends and the interpretation or the argument begins.

Entangled facts and opinion:

McClellan rose quickly to prominence through his successes in West Virginia. He organized the Army of the Potomac admirably. He won the confidence of his men. He was dilatory and prone to overestimate the strength of the enemy; hence he insisted on making the Peninsula Campaign instead of marching overland against Richmond. He complained that Lincoln interfered with him needlessly, but the plain fact is that he did not know how to make the best use of the vast authority entrusted to him. He was deliberately insubordinate. He failed to take Richmond because he dawdled, and for the same reason he later failed to win a great victory at Antietam. [The underscored expressions concern matters about which

FACT AND OPINION

opinions vary. Yet they are interwoven with statements of facts, and themselves have the appearance of statements of facts.]

Clear and logical:

The facts about McClellan are well-known. He rose quickly to prominence through his successes in West Virginia. He organized the Army of the Potomac admirably. He won the confidence of his men. He insisted on making the Peninsula Campaign instead of marching overland against Richmond. He failed to take the Confederate capital, and later he failed to win a great victory at Antietam. Why was he not more successful? Opinions vary. McClellan himself complained that Lincoln interfered with him needlessly. But I think the fault lay in himself, not in Lincoln. It seems to me clear that he was dilatory, that he was prone to overestimate the strength of the enemy, that twice through dawdling he failed to achieve great successes, that at times he was deliberately insubordinate, and that, in short, he did not know how to make the best use of the vast authority entrusted to him. [For a still more emphatic division between facts and opinion, begin a new paragraph with the sentence, "Why was he not more successful?"]

Note.—The limits of indirect discourse, or indirect quotation, should be clearly marked, and separated from the personal opinion of the writer.

Faulty: George Eliot said that the better part of genius is industry. A man may by merely working hard for a lifetime have great success, or he may not accomplish anything. [The reader is uncertain whether the second sentence represents the view of George Eliot or the personal opinion of the writer of the theme.]

Improved: George Eliot said that the better part of genius is industry. But I cannot fully believe her, because a man may work hard for a lifetime and accomplish much, or not accomplish anything.

Weak or False Reasoning

128. Be sure that your conclusions are warranted by the evidence, and that you produce every part of the evidence which an intelligent reader would expect.

1. Assumption that whatever follows is necessarily a result:
The country adopted a high protective tariff, and since then we have had prosperity. [Perhaps we should have had prosperity without the tariff.]
2. Alternate possibility not reckoned with: The Congressman did not secure the passage of his measure. Therefore he was only pretending that he wanted it passed. [Perhaps he was unwillingly thwarted.]
3. Generalization on flimsy evidence: Of the thousands of persons I passed as I roamed about Boston, not one spoke to me. I ask no better proof that New Englanders are cold. [There are many ways of testing cordiality. Only one is here used, and it is valueless in large cities anywhere.]
4. Invented example: The military training camps develop honor and manhood. Let us take two boys, Edgar and Ralph. Edgar goes to a camp one summer, and at the end of three months comes back an honest and upstanding youth. Ralph idles at home, and after three months is a sneak and a coward.
5. Generalization from an insufficient number of instances: The Glastonbury family were miserable in an apartment. So were the Edmondsons and the Kingerys. From their experience I am confident that everybody who lives in an apartment is miserable.
6. Citation of biased authority: Coal miners are selfish and shiftless. Hapgood, the wealthy mine owner, has given me instance after instance of his men's rapacity and lack of ambition.
7. Citation of incompetent authority: *Les Misérables* is the

FAULTY REASONING

greatest novel ever written. My friend Canfield, the grocer, who has read the book seven times, is emphatically of this opinion.

8. Disregard of facts which make against the theory advanced: A country which has a king cannot be democratic. [Great Britain has a king and yet is admittedly democratic.]
9. Disregard of a possible difference in conditions: Woman suffrage has been successful in America. It would be successful in China. [Forces not operative in America might render it futile in China.]
10. Misleading comparison: The darkest hour precedes the dawn. Likewise, since we are outclassed in the coming field meet, we ought to win it. [A superficial analogy does not strengthen a statement logically unsound.]
11. Reasoning beside the point: Automobile racing, being dangerous, should be prohibited by law, because if the speed demons are not forbidden by law, they will not desist of themselves. [The main point at issue is not whether racers will desist voluntarily, but whether racing is dangerous to life.]
12. Reasoning in a circle: Written examinations should be abolished because there is cheating. How do I know there is cheating? Because cheating invariably accompanies written examinations. [An assumption is made in order to prove a statement; then the statement is used in order to prove the assumption.]
13. Begging the question: The brutal game of football should be abolished. [The word *brutal* begs the question. Brutality is one of the points to be established or refuted; it should not be insinuated in the initial statement of the problem.]
14. Attempting to prove what is obviously true, or obviously false, or obviously beyond the writer's power to determine: Women have done more good for the world than men. [Proof on such a question is not obtainable.]
15. Shifting the meaning of a word: He is a good banker, and therefore a good citizen. [The first *good* refers to

ability, the second to moral and social qualities. A man may be a good banker, but a pernicious influence in the community.]

16. Omitting an essential link in thought: As you were given a chance to defend yourself, we conclude that you are guilty. [After *yourself* add *and failed to avail yourself of it.*]

129.

EXERCISE IN LOGIC

A. Vague or Fuzzy Thinking

Rewrite the following passages, making clear the idea which the writer tried to express, or should have expressed.

1. Now with a breadmixer there is no backache, making bread a pleasure.
2. The library habit has no further excuse for neglect in its cultivation.
3. A coach means a great deal to a successful team.
4. It is time people are awakening to such pictures of low morality.
5. It is a subject of comment among thoughtful persons, as to the failure of many business men to look ahead.
6. Here I was able to attend the sophomore year, which was as high as was taught, and it was successfully finished.
7. My English course was not taught on sufficient grounds to give me the right start in that subject.
8. Swimming is a fine exercise; it tones up the nerves and muscles, and as a yielding surface there are not many bumps or bruises.
9. One who knows so little of this comprehensive subject as I shall not attempt to add or shed new light upon the idea of God.
10. Most of us notice a change in weather, and the weather

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bureau studies the relation to the forces which cause such a change in weather.

11. The phonograph needle moves back and forth as the record turns by means of a long piece of metal, and is attached to the metal.
12. Just at the close of the war a man in Ohio discovered a wonderful gas that is heavier than air allowed to settle to the ground; that doesn't even have to be breathed in order to kill, just a mere touch of it proving fatal; and vegetation impaired for seven years.
13. Slang is the barbarism of English language and the tool by which we are able to disguise our mother tongue until at times it can scarcely be recognized because it is the language that violates all rules according to which correct English is spoken.

B. Logical Conformity in General

Rewrite the following sentences, securing clearness and consistency in logic.

1. In general the sale of flowers is contributed to the cause of charity.
2. This pamphlet told one how to be a strong personality for ten cents.
3. My opinion of a hero in colonial days is George Washington.
4. I located a hollow sound which I knew to be a door.
5. The breadth of the building between these wings is utilized by five doors.
6. After having been found guilty and being put in prison, his mind could not stop dwelling on the matter.
7. The education which these books may do is limited.
8. Of what value will sixteenth century history be to me?—Nothing.
9. A hand seized me by the hair and carried me to deeper water and said "Swim".
10. In all the history I have read, I have come to regard Paul

Revere and his midnight ride as an outstanding character of colonial days. In his midnight ride he paid a duty to his country.

11. I lived in several places in southern Montana and northern Wyoming, including about three years in the Yellowstone region.
12. There are very few people who stop and think of their position or posture whether standing, jumping, sitting, or any other form of exercise.
13. The weather is also a very common complaint among most of us; the commonest is that the weather is either too cold in winter or too hot in summer.
14. The two or three times that Fritz Leiber, as Hamlet, falls prostrate are not well done; it is too obvious that he is choosing a "soft way" to land.
15. Here are also some of the cups won by the teams for the championship of the conference which is carried on between the different schools each year.
16. Mr. Ruskin's suggestions, a very reliable source of authority, urges the reader to devote some time to the books of the hour, but to give his chief attention to the masterpieces in literature.

C. Logical Conformity, Including Definitions and Statements of Cause and Reason

Rewrite the following sentences, securing clearness and consistency in logic.

1. It is an ideal climate being about fifty miles from Pasadena.
2. A solar eclipse is where the moon passes in front of the sun.
3. My idea of a gentleman is not one who never inflicts pain.
4. I don't understand why athletics were not more in my school.
5. A carpet is when material is used for covering all of a floor.

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6. His great advantage as a guide was the way he knew that part of the country.
7. All agree that cheating must no longer exist uncombated, but as to how this evil may be eradicated has received very poor consideration.
8. A job is where you have something to do.
9. Clay is where a substance makes bricks and pottery.
10. Presumptuous is a trait of character of one to be arrogant or presuming.
11. The whole basis of the opposition centered on the statement that he was an anarchist.
12. My excuse for not attending the meeting is because we had a guest at home.
13. An endowment policy is when you have insurance money repaid after a fixed period, usually twenty years.
14. The reason he failed was because the bank refused him credit.
15. Because the wind blows from the east is no sure sign that it will rain.

D. Comparisons

Rewrite the following sentences, making each comparison accurate and complete.

1. The plot is more interesting than *Macbeth* to me.
2. She has bobbed hair which she combs much different than other bobbed hair girls.
3. No one of them does the work in just the same way.
4. His mouth appeared to be continually smiling, just the opposite from Mr. Roberts.
5. This rocking-chair I am trying to use is like sitting on a rail.
6. If two Chinese have a quarrel, they do not fall to fisticuffs like other nations.
7. As other writers, Burns's works were not appreciated until after his death.

8. Of the two he is perhaps most popular, but has the least true friends.
9. This law will make our farmers as prosperous as those sections which have competitive freight rates.
10. The story was monotonously alike all the way through.
11. The school of today is as efficient as any educational system ever known.
12. Lake Superior is greater than any lake on this continent.
13. Of course I will not pretend that my opinion is worth more than an expert.
14. Tungsten lamps give the best service of any other electric lamps.
15. Mark gave Wilma and me a string of carved beads. Mine was the most beautiful. Each bead on it was different.

E. Faulty Reasoning

Do not copy or rewrite the following sentences. State clearly, in complete sentences of your own, what is wrong with the reasoning or thought.

1. You should never give money to a beggar, because most beggars are unworthy.
2. The annual drive for contributions to the community chest is needless. Last July there was not a single instance of suffering, due to poverty, reported in this city.
3. Why should I learn to speak before the class? I do not expect to be a public speaker.
4. I find algebra very difficult. Therefore my teacher of algebra is stupid.
5. Newspaper "comics" do no harm, because no organized movement has ever been made against them.
6. Animals, such as horses, must have some means of communicating, because they cannot talk, and yet a young colt eventually comes to know as much as its mother.
7. Boys or girls under the age of sixteen should not be per-

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mitted to drive automobiles. Before that age children do not have discretion.

8. The Japanese are called a courteous people. They do not deserve the reputation. One of them was rude to me last summer.
9. To memorize quotations from literature is a waste of time, because such effort does nothing but develop the memory.
10. Sunday recreations such as baseball and picture shows should be permitted. More than half the people of our town do not go to church, anyway.
11. The school term for the public schools should be lengthened to eleven months, for here are buildings standing idle which might as well be put to use, saving money for the taxpayers.
12. The beauty of this poem rests in the fact that it brings such a number of beautiful thoughts to the reader's mind.
13. She realizes that his manners at the table and other times are not perfect, but she knows that as he grows older he will learn the best manners, since his father has good manners.
14. Even if he told us that he had spent four years in a famous university and specialized in a certain profession, he would not yet be really educated in the true sense of the word.

STYLE

General Awkwardness

130. Avoid an awkward manner of expression. Sometimes awkwardness is the result of a definite violation of a rule such as Omission of Words (3), Faulty Reference of Pronouns or Participles (20-21), Incoherence, (23), Faulty Parallelism (30), Shift in Construction (33-35) or Vague Thinking (120). But often it is a clumsy or uncouth use of words, outside the scope of rules.

Interrupted, halting, with superfluous elements: While he (the governor) hesitated how to approach the subject, the evil I spoke of, unemployment, grew worse.

Better: While the governor deliberated, unemployment increased.

Suspended: This is the reason for and the only consistent explanation of his conduct.

Better: This is the reason for his conduct, and the only consistent explanation of it.

Bunching of verbs: The boy who Jane declared whistled denied he whistled.

Better: The boy accused by Jane of whistling denied that he whistled.

Excessive use of prepositions and adverbs: He went on up to the ash pit in back of Leddington's store.

Better: He went on to the ash pit behind Leddington's store.

Tangled: The bill is voted on first by the House of Representatives or the Senate, depending upon in which it originates.

Better: Whether the bill is voted upon first in the House of

STIFFNESS

Representatives or in the Senate depends upon where it originated. [Or] The bill is voted upon first in the house in which it originates.

Haphazard: The hats, some were flat, some were tall, one had a feather stuck in it from an ostrich.

Better: Some of the hats were flat; some were tall; one had an ostrich feather stuck in it.

Loose: Anything that you think will be interesting for a scrapbook, it may be pictures, or it may be a poem or a story, put it in.

Better: Anything that you think will be interesting—a picture, a poem, a story—may go into the scrapbook.

Stiffness

31. Do not permit formal elements to make your style stiff and artificial. The young writer, in trying consciously to overcome his faults, is led to depend on rhetorical apparatus. He supplies every link in the logic, and makes wooden use of technical devices. The result is stilted composition. Correctness once attained, the writer's next purpose must be to attain naturalness and ease.

Formal statement of simple thought: The theory of relativity is hard to understand. But experience has shown that a homely comparison may make baffling matters clear. Let us see therefore whether such a comparison will help us to understand the theory of relativity.

Lighter and simpler: The theory of relativity is hard to understand. A homely comparison may make it clearer.

Stilted use of transitions: When I have a theme to write, I first choose my subject. As soon as I have chosen my sub-

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ject, I take out my paper. On the paper I then make a rough outline.

More natural: In writing a theme, I first choose my subject and then make a rough outline on paper.

Employment of formal summary: I shall now recapitulate.

The batter may advance the base-runner, first, by making a sacrifice. He may advance the base-runner, secondly, by permitting himself to be hit by a pitched ball. He may advance the base-runner, thirdly, by obtaining a base on balls. He may advance the base-runner, fourthly, by performing his part in a hit-and-run play. He may advance the base-runner, fifthly, by securing a base hit. These are the usual methods by which he may advance the runner.

Less frigid: By the five methods I have explained—sacrifice, being hit by a pitched ball, base on balls, hit-and-run play, and base hit—the batter may advance the runner. And by advancing the runner he may have the good luck to win a closely played game.

Formal use of *one*: One will find it to one's advantage if one takes a definite amount of exercise each day. One need not take much, but one should be as regular about what one does take as one is about one's meals. [To make the use of the third person informal substitute *a person*, *he*, and *his*. To make the passage still more informal substitute the second person—*you* and *your*.]

Stiff manner in a personal letter: The weather is good here now, with a moderate amount of snow. Creston boasts of many hills. A large natural park adds its recreational advantages to the educational facilities of the place. . . .

Natural: We have an inch or two of snow. It's just the kind of weather we always waited for to hunt rabbits. Do you remember the seven we got in McGregor's pasture? You would like Creston. It's a hill town, like Covington, only with no river. After school we hurry off to Oak Woods, a big natural park. . . .

Exaggeration

132. Avoid overstatement. Do not say that which obviously you do not mean. More important still, do not hold extreme views or intolerant opinions. Be moderate. Play fair.

Obvious exaggeration: I am so disappointed in Marshfield that I could gladly see him boiled in oil. [The humor which is probably intended is not of such quality as to justify the exaggeration.]

More sincere: I am so disappointed in Marshfield that I don't think, just now, I shall invite him to my next party.

Indefensible assertion: Untrained men amount to nothing in time of war.

More accurate: In time of war, men are far more useful if they have been trained.

Irrational dislike: The Turks are a race of cut-throats.

More reasonable: The atrocities committed under Turkish rule are among the most horrible in history.

Intemperate laudation: Harold Bell Wright is one of the greatest novelists the world has ever known.

More discriminating: Harold Bell Wright has an extraordinary ability to interest vast numbers of readers.

Annoying reinforcement of strong adjective with strong adverb: An old man in a perfectly stunning suit came out of the shop. He had a Japanese vase that was simply incomparable.

More exact: An old man in a fashionable suit came out of the shop. He had a Japanese vase that was very beautiful.

Note.—Understatement as a means of emphasis is sometimes more effective than overstatement.

Quietly emphatic: Johnny, white-faced, was brought down from the ledge. Climbing cliffs for birds' eggs had no particular charm for him thereafter.

Fine Writing

133. Avoid an ornate or pretentious manner. Cultivate simplicity, sincerity.

Ornate and affected: The musical whisper of the stream may be heard, impatient in its rush to meet the ocean. Its surface is clothed with a myriad of precious jewels, under the tender light of the low, golden moon.

More natural, simple: A musical ripple comes from the stream. Its waves are tipped with points of fire from the low moon.

Ornate and pretentious: With enjoyment none the less profound that it was unspoken he beheld the sun as it rolled slowly from his ken behind the western verge.

Simple, sincere: With silent pleasure he watched the sunset.

Pretentious: By extraordinary good fortune, unusual with me when pursuing Izaak Walton's avocation, my activities had been rewarded with some success, I having twelve speckled beauties in my creel.

Simple: By unusual good luck I had caught twelve speckled trout.

Mixed Imagery

134. Avoid phrases which may call up conflicting mental images. When using metaphor, simile, etc., carry one figure of speech through, instead of shifting to another, or dropping suddenly back into literal speech.

Crude: The Republicans have gained a foothold in the heart of the cotton belt.

Right: The Republicans have gained a foothold in the South.

Crude: A key-note of sincerity should be the mainspring

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of a well-built speech. [*Key-note* suggests music; *mainspring* suggests mechanics; *well-built* suggests carpentry.]

Right: A key-note of sincerity should run through a good speech. [Or] Sincerity should be the mainspring and motive of a speech. [Or] Sincerity should be the foundation of a well-built speech.

Crude: He traveled a rough road and climbed with his burden the ladder of success, where he is a glowing example and guide to other men. [The suggestion which a reader with a sense of humor may get is, that a man starts out as a traveler, suddenly becomes a hod-carrier, and is then transformed into a bonfire or a lighthouse.]

Right: He traveled a rough road, but found success. Other men followed in his steps.

Incongruous: Spring came scattering flowers, and there was rain a great per cent of the time. [This sentence mingles the language of poetry with the language of science. It should be fanciful, or else literal, throughout.]

Right: Spring came scattering flowers and rain. [Or] Spring came with much rain and many flowers.

Use of the Personal Element

135. Make a discerning and reasonably consistent use of the personal element in composition. (a) Do not treat your material impersonally if personal treatment would be better, or personally if impersonal treatment would be better. (b) The method of treatment once decided upon, do not depart from it without reason.

a. Wrong choice of a method:

Impersonal and somewhat artificial: The writer of this autobiographical sketch was born at Lancaster, Pennsylvania, in 1906. His parents . . .

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Personal, natural: I was born at Lancaster, Pennsylvania, in 1906. My parents . . .

Personal and intemperate:

Socialism is an enemy to human society, and must be exterminated as one would exterminate any plague. The poor ignorant masses are misled by fanatics and theorists, and array themselves against people who have property. It is mob rule by the disgruntled, ignorant class. Their pitiful intelligence cannot . . . [The writer should endeavor, in a calm, disinterested manner, to find out what socialism is. Too often a discussion of religion, prohibition, politics, even when written in the third person, is no more than a violent expression of prejudice. A personal view is uncalled-for before the term under discussion is made clear.]

Impersonal, discriminating:

Socialism is a term whose meaning is not at once clear. It is not anarchy or mob rule, for it often inclines to the other extreme, dictatorship. It is not primarily a political method at all, but rather an economic theory. It proposes . . .

b. Departure from the method chosen:

Annoying intrusion of personal element in impersonal writing:

William James says that a man can no more escape from a habit "than his coat-sleeve can suddenly fall into a new set of folds". I remember how striking the comparison seemed to me when I first read it. I was at the time a senior in high school, and we had been studying in our rhetoric the use of figures of speech. Previously, my practice had been to say what I meant in downright, literal words. Now, through those lessons in rhetoric, I grew alert to the figurative language of others and began to use some of my own, especially in the verses I at this juncture attempted to write. The folds of a coat-sleeve, however, can be removed with a pressing-iron. Likewise, the folds and wrinkles of habit can be removed with the pressing-iron of will power. The process of removal may

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be difficult, yet it is often successfully completed. [Delete the underscored passage.]

Ironical point of view not sustained:

Before I had been in the army one day, I found myself bending over a kitchen sink. In my hand was a dish-rag, and around the sink I became aware of numerous pots, pans, and kettles. They all invited my attention and energy, and before the end of my stay we had struck up a close acquaintance. These culinary nuisances were worse than six-year-old children; no matter how often I scrubbed their faces, they invariably returned dirty. I hate dish-washing more than anything on earth. [The last sentence drops too abruptly into serious speech. It should be omitted, or used later.]

Colloquial Expression

136. Do not carry the standards of conversation into formal writing. Colloquial usage is more free than literary usage and has a different effect on the hearer or reader; the two styles, therefore, are not to be intermingled.

Colloquial: It was a cold day but there wasn't any wind blowing. [This loose string of words might suffice in conversation. Written discourse requires greater tension and more care in subordinating minor ideas.]

Formal: The day, though cold, was still.

Bad even in conversation, and wholly bad in informal or formal writing: 'Twas raining outside; so we couldn't go home; and Harry was talking with the women folks, when I ran across a guy I had n't seen for, I guess, ten years.

Passable in informal writing: It was raining outside; so we couldn't go home. While Harry was talking with the women, I met a fellow I had n't seen for about ten years.

Right in formal writing: Since it was raining outside, we could not go home. While Harry was talking with the women, I met a man whom I had not seen for perhaps ten years.

Amateurish, interrupting irony with colloquialism: And so they call the game a "moral victory" for themselves? I should think they might! Playing on their own grounds was of course a moral handicap. Why, I'll bet they outweighed us ten pounds to the man. Keeping the score a tie was, naturally, all they had hoped for. [The underscored sentence should be phrased ironically to harmonize with the context: "Outweighing us ten pounds to the man put them at a terrible disadvantage".]

Inconsistent, a colloquial element intruding into formal writing: Good plots for motion pictures are much in demand. But the work isn't at all easy, and it isn't everybody that can do it the way it ought to be. Newspaper men are more often successful than men of other classes. [The second sentence should read: "But the work is so difficult that few persons can do it properly".]

Note.—Such expressions as *He does n't*, *We are n't*, *It's proved*, which are properly used in speech, do not in any way justify such expressions as *He don't*, *We ain't*, *It's proven*, which violate even colloquial good use.

Concreteness

137. To present material in concrete or specific terms is usually more effective than to present it in abstract or general terms.

No details, no appeal to the senses: I liked to watch the servant girl as she moved about the kitchen, preparing our morning repast.

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Specific: I liked to watch Norah as she fried our crisp breakfast bacon and browned our buckwheat cakes.

Abstract: Honesty is not objective, but subjective. [The assertion is not instantly clear, nor is it forceful. If permitted to stand, it should be clarified and supported. The best method is to follow it with (a) a restatement in concrete terms or (b) an example.]

Restated concretely: Honesty is not objective, but subjective. It consists, not in paying hard cash for one's meat or overcoat, but in having the purpose to do right without thought of the policeman's club or the neighbors' tongues.

Clarified by an example: Honesty is not objective, but subjective. Jean Valjean stole a loaf of bread to save children from starving. The deed, judged according to external fact, brands Valjean as criminal; but judged according to inner motives, marks him as fundamentally unselfish and therefore honest.

Too general:

Some authorities maintain that aerial navigation will become far more important before long. They assert that small airplanes will be more numerous and great airships much larger than at present, and that there will be other developments. They predict that as a result of these changes some of the present methods of transportation will be largely superseded. Incidentally, they assume that some of the chief present obstacles to movement through the air will be minimized or evaded.

Concrete and specific:

Eddie Rickenbacker, American flying ace, foresees great development in aerial navigation within the next ten years. The air, he says, will by the end of that time be full of flying flivvers; the 900-foot Zeppelin of the present will be replaced by a 2,000-foot super-dirigible; and smaller dirigibles will be acting as tenders to the larger—providing them with fuel and taking off their passengers, like steamship tenders in some ports today. Our great ocean liners will, in consequence, be almost

obsolete as carriers of passengers across the Atlantic. Incidentally, since practically all storms take place below an altitude of 10,000 feet, the super-dirigible will be able to rise with ease above storm strata and to make its voyages in unbroken good weather.

Variety of Sentence Structure

138. Avoid a monotonous repetition of sentence structure. To give variety to successive sentences: (a) vary the length, (b) vary the beginnings, (c) avoid a series of similar compound sentences, (d) interchange loose with periodic structure, (e) use rhetorical question, exclamation, direct discourse, (f) avoid an excessive use of participles or adjectives.

a. Vary the length of sentences.

Bad: Walter came up the path carrying Betty in his arms. She was wet from head to toe. Damp curls clung to her pale face. Water dripped from her clothes. One hand hung loosely over Walter's arm. The other held a live duckling. She had saved the little duck from drowning. This was Betty's first day in the country.

Right: Walter came up the path carrying Betty in his arms—little Betty who was spending her first day in the country. She was wet from head to toe; damp curls clung to her pale face, and water dripped from her clothes. In one hand she held a live duckling. Her face lighted with courage as she told how she jumped into the pond and saved the little duck from drowning.

b. Vary the beginnings of sentences. Do not allow too many sentences to begin with the subject, or with a

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time clause, or with a participle, or with *so*. When you have finished a composition, rapidly read over the opening words of each sentence, to see if there is sufficient variety.

Bad [too many sentences begin directly with the subject]: Our way is circuitous. A sharp turn brings us round a rocky point. The road drops suddenly into a little valley. The roof of a house appears in a grove of trees below. A cottage is there and a flower garden. An old-fashioned well is near the door.

Right: Presently, on our circuitous way, we make a sharp turn round a rocky point. Before us the road drops suddenly into a little valley. In a grove of trees below appears the roof of a house, and as we draw nearer we see a cottage surrounded by flowers. Nothing could be more attractive to a weary traveler than the old-fashioned well near the door.

- c. Avoid a series of similar compound sentences, especially those of two parts of equal length, joined by *and* or *but*.

Bad: Ring was a sheep dog, and tended the flock with his master. One day there came a deep snow, and the flock did not return. They found the herder frozen stiff, and the dog shivering beside him.

Right: Ring was a sheep dog, and tended the flock with his master. One day there came a deep snow. When the flock failed to return, the men became uneasy, and began a search. They found the herder frozen stiff, with the dog shivering beside him.

- d. Change occasionally from loose to periodic or balanced structure (See 43 and 46).

Monotonous: I stood at the foot of Tunbridge hill. I saw on the horizon a dense wood, which, in the evening sunlight, was

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veiled in purple haze [Loose]. On the left was the village, the houses appearing like specks in the distance [Loose]. Nearer on the right was the creek, winding through the willows [Loose]. The creek approached nearer until it reached the dam, over which it rushed tumultuously [Loose]. Near by was a thicket of tall trees, through which I could see the white tents of my fellow campers, and their glowing camp fires [Loose].

Right: Far south from Tunbridge hill, on the dim horizon, I saw, veiled in the evening haze, a dense wood [Periodic, long, conveying the idea of distance better than a loose sentence]. On my left stood the village, the houses like specks; on my right wound the creek, nearer and nearer through the willows [Balanced]. The creek advanced by slow sinuous turns, until, reaching the dam, it plunged over tumultuously [Loose]. Through a thicket of tall trees, near at hand, I could see the white tents of my fellow campers, and their glowing camp fires [Periodic through the middle of the sentence; then loose].

e. Use question, exclamation, direct quotation.

Somewhat flat: He asked me the road to Camden. I did not know. I told him to ask Thurber, who knew the country well.

Better: He asked me the road to Camden. The road to Camden? How should I know? "Ask Thurber," I said impatiently; "he knows this country. I'm a stranger."

f. Avoid an excessive use of participles. Do not pile adjectives around every noun. Above all, do not form a habit of using adjectives in pairs or triplets.

Bad: Sitting by the window, I saw a sharp, dazzling flash of lightning, and heard a loud rumbling crash of heavy thunder, warning me of the coming of the storm. Darting across the gray, leaden sky, the quick, jagged lightning flashed incessantly. The tall stately poplar trees thrashed around in the

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boisterous wind. Then across the window, like a great white curtain, swept the streaming, blinding rain.

Right: I sat by the window. Suddenly a sharp flash of lightning and a roll of thunder gave warning of the approach of a storm. Soon lightning zig-zagged across the sky incessantly. The wind thrashed the poplar trees. Then like a white curtain across the window streamed the rain.

139. EXERCISE IN STYLE

A. Awkwardness and Stiffness

Make the following sentences natural and fluent.

1. The captain sent out a patrol to take whatever prisoners possible.
2. This clown was not lacking in any way to fill the part.
3. The following methods I suggest, I will explain to the best of my ability.
4. The average person has absolutely no idea how the laws that he is under originated.
5. From the observatory one can gain a view of the garden in all directions—namely, east, west, south, and north.
6. It matters little the exact time or location, but perhaps the tent could be best located on the summit of some hill.
7. Every man and woman, rich or poor, ignorant or educated, have been created equal.
8. It is parties and outings that causes him to neglect his work at the office.
9. Poincaré, respecting and acting according to the wish of his countrymen, adopted a policy of sternness in the Ruhr.
10. The queer expressions you saw on our faces was due to the totally unexpected advent of you.
11. We ascended a beautiful grass-covered, softly shaded in browns and yellows, mountain with white sheep grazing over it.
12. The room was very simple, but almost luxurious-looking,

with a stove and real bed, to one who had been camping out for six days and six frosty nights.

13. He was clad in a tattered, slick-elbowed coat. Below his coat he wore a torn pair of trousers that were decorated with fringe around the bottom. From his fringed trousers, his huge, bare feet extended.
14. After a few hours of merriment, refreshments were served. Then those more dignified left for home.
15. A hostess should be able to bid as graciously her guests goodbye as to receive just coming in guests.
16. He came swimming through some white foam which marked with a wide stripe from his nose back under his eyes to the base of his small, rat-shaped ears.
17. The so-called tramp or bum is an example of a human idler. Also that individual who plays truant from school because of drowsiness brought on by the revelry of the night before, to keep an engagement or because of sheer laziness, should be put into this class.

B. Exaggeration and Fine Writing

Make the following statements more temperate in thought, mood, and style.

1. The old bell-ringer stared at us with a ferocious and perpetual scowl.
2. The Bavarian cream was simply divine.
3. The members have all attended the rehearsals quite regularly
4. It was her invariable custom to dine in strict privacy even when there were imperative reasons why she should dine in company.
5. Beautiful gardens with exquisite flowers and gorgeous old trees surrounded this place of abode.
6. Though not an ideal institution by any means, this religious association is gradually progressing toward the goal of idealism.

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7. The Cadillac phaeton is supremely beautiful to look upon.
8. Her sparkling brown eyes, continually laughing and wrinkling up into merry crow's-feet, looked out below wavy, unconfined hair and arched and expressive eyebrows.
9. He made one see in his imagination a dark blue forest and a babbling brooklet of sparkling water which pattered over cool, gray stones with a gay, joyous, rippling sound like the low-throated gurgle of happy childhood.
10. The first beams of dawnlight that flashed across the sky struck the dewdrops hanging from the trees and turned them into priceless jewels of green, red, and gold that would soon be lost in the rays of the rising sun.

C. Inconsistencies of Style

By rewriting the following sentences correct the incongruity due to mixed imagery, an intrusive personal element, or an intermingling of colloquial and literary expressions.

1. I do not think Scott comes up to Dickens in either of the ways mentioned.
2. Just at this place in my thought a peacock in the corner back of me screamed.
3. She was not very tasty in the matter of clothes or of fixing herself up. She sort of made eyes at the rich young fellows.
4. Wheat is a crop from which the farmers of Minnesota and Manitoba up there reap substantial profit.
5. Her will power is not necessarily a stubborn will, but once in possession of an idea, she is unchanged until she is satisfied.
6. Then it has the added attraction of ending up right, as one should expect it to.
7. Over the windows hang up-to-date curtains, which add a whole lot towards making up the appearance of the room.

8. They maintain that the only way to insure health is to obey hygienic standards and to control the pathways of disease.
9. The entire party of twenty, with the exception of two boys who went with the provision wagons, was on horseback. Everything went along fine till nine o'clock.
10. Our motor boat was running smoothly on and we skimmed over the water between painted shores of autumn colors.
11. Since the establishment, or perhaps the acquisition, of a national reputation as a good college humorous magazine, we cannot afford to besmirch such a hard-earned celebrity by failing in our task of preserving it.
12. The game was so close at the time that by a slight turn of fortune's wheel either team could have come out with the long end of the score.
13. The railroads and telegraphs are two of the most important means of diminishing the size of the world from the standpoint of communication.
14. Some folks think that it is a laudable idea to have a hospital where one can go and get medical attention without having to pay as much as he ordinarily would.
15. The new municipal hall is enormous. The old hall and the court house could be placed inside it, and you would have to hunt for them. Its architectural excellence is worthy of its size and cost. The building is simply a dandy.
16. Persimmons, though delicious when ripe, are astringent when unripe. The traveler through the forest is deceived by their appearance and, thinking them edible, plucks one. Then your lips pucker up, and feel all drawn, and I'd just like to see you try to whistle.
17. It never entered my "solid ivory" that these social gymnastics, though they were beneficial, did not count toward an "admission ticket" to college.

D. Concreteness and Variety

Make general statements specific, if necessary by adding a concrete illustration.

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1. The Christmas tree stood in all its splendor of tinsel, colored articles, and candles. The children gathered about it and gave many signs of their happiness.
2. Form is the physical or external appearance by which a thing is discriminated from others.
3. When you are going for a camping trip, you must take the essentials along. Unless you exercise a great deal of forethought, you are sure to forget some of them.
4. Mrs. Rainey has a garden of old-fashioned flowers. Queerly enough, she likes to place in it any exotic plants she can lay her hands on.
5. On New Year's Day Mr. Crowinshield formed many good resolutions. But one thing or another soon led him to break the last one of them.
6. There were certain reasons why Luke did not wish to go to school that morning, but by various methods his mother induced him to go.

Secure variety of sentence structure.

7. Horses loved him. He was always kind to them. He found companionship in them.
8. Hearing a noise, I decided to investigate. Raising the window cautiously, I thrust my head out. Seeing some one at the door, I decided to give him a pitcher of water.
9. I reached first base, and my chum came to bat. The pitcher wound up, and I began to play off the base. My chum swung at the ball, and I dashed for second.
10. Stooping down, we entered the low, narrow tunnel. Crawling in, we soon lost all power of vision in the dense, growing darkness. Still proceeding, we guided ourselves by touching on each side the rough, damp walls.
11. The ferry boat struck the pier. Sailors leaped on the platform. They carried heavy cables. They wrapped these about solid wooden posts. The passengers hurried off. The new passengers hurried on.
12. I went to the Engineer's Ball. I had a very good time. I went with a boy from Oklahoma City. He is the son of

a well-known family there. He knows my aunt and one of my friends there. He is not handsome, but he is very pleasant. I forgot about his looks, and enjoyed talking to him.

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